

CHICAGO SCHOOLS JOURNAL

Vol. XXXII

Nos. 1-2

September-October, 1950

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CHICAGO SCHOOLS JOURNAL

An Educational Magazine for Chicago Teachers

Editorial Office: Chicago Teachers College, 6800 Stewart Avenue

Chicago 21, Illinois

Telephone: AB erdeen 4-3900

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EDUCATIONAL IMPLICATIONS OF THE AIR AGE

JOHN H. FURBAY¹

THE biggest job we have in education today is to find out how we can all get along together, now that we have shrunk the world and are living side by side with peoples who used to be far away in time. The boys and girls in school today are going to have to take their places in a very different world from what grandfather lived in. They will need a different kind of preparation, and they will have to know more about a number of things. We must prepare the children who are in school today to take their places in this kind of world we call a Global World.

Recently I went to a dinner in San Francisco, a six-course dinner put on at the Commercial Club to show how close the whole world is today to San Francisco. Six airlines serve San Francisco and each of the six courses was flown in by a different airline from a different part of the world for that dinner. The chairman of the meeting said, "We have given a demonstration tonight of the fact that the whole world is now in the backyard of San Francisco." Not only are the gardens of the world, with all their delicious foods in our backyards, but so are, also, all of the problems of the world in our backyards, which means forever the end of even the slightest idea of isolationism on the part of Americans. There is not a living soul in the world who lives more than forty hours, by air, from where you and I are at this moment. How small the world has become.

I wonder if we are preparing the children of today for this new kind of world? It is a Global World in which we have all become just one big neighborhood. We shall either become good neighbors or we shall use our modern inventions to destroy the whole global neighborhood.

Our military men tell us they now have airplanes capable of leaving our soil, flying to any civilized capital of the world, dropping their load of atomic bombs, destroying the whole city, and returning to the United States without ever stopping. No other generation of people has ever lived in a world that small since creation. To prepare boys and girls to live in that kind of world is not the same thing that it was when it took two weeks to go from New York to Boston. It means we can stand on our "front porch" of the United States and hurl stones in the front windows of all our neighbors in the world without setting foot on their properties. It means, also, that the others can smash our windows, too.

But wouldn't it be a much more sensible plan, now that we have become one community, to get acquainted and build a community program of improvements and benefits for everybody in that community? And instead of throwing stones at each other's front windows, like a gang of bad boys — only it is atomic bombs now instead of stones — shouldn't we learn to pick up those stones and build swimming pools and parks, and develop a community that is good for all of us? That is the only way we can avoid war and destruction. Anybody who has had anything to do with juvenile delinquency knows that all you have to do with a gang of bad boys is to get them together on a good project and they are no longer bad boys. So, why not work on our global delinquency problem and see if we can't turn this energy to constructive uses.

¹Director of Air World Education, Trans World Airlines, Inc., and Aviation Education Representative on UNESCO.

But you say, "That fellow over there speaks a strange language," and "I don't like that fellow over here; his skin is a little different shade from ours," or "I don't like this other fellow; he doesn't go to my church," or "Here is another whose politics are not the same as ours." Yes, there are many problems to solve and many differences to be reconciled, but this is the task of our age.

NEW CONCEPT OF GEOGRAPHY

In such a Global World, we need a new kind of teaching, a new approach to geography and a broader vision in all the social sciences. Ninety-nine out of a hundred people believe the earth is flat. Of course they were taught in school that the earth is round, but in our geography books where the printed pages said the earth was round, the map directly opposite the printed page said the earth was flat. They forgot what was on the printed pages, but they remembered the maps. If you ask even the most simple questions about navigation, how to go from one point to another point on the earth, you will get a flat-earth answer in nearly every case.

Ask the first ten people you see any simple question of navigation; ask them how they would go from where they are to some distant point; and you'll find they nearly all believe the earth is flat. If you ask them the shortest route from Chicago to Paris, they will probably say to go to New York or Philadelphia and on east across the Atlantic to Paris. One would go this way, if the earth were flat, but it isn't the way to go on a global earth. If you take off from Chicago by air, you go north by northeast right into Paris, passing nowhere near New York, not even Maine.

Suppose you ask ten people how to go from St. Louis to China. They all would probably say, "Well, I guess I would go west to California, then to Hawaii, and from there on west to China." Yes, you might go that way if you wanted to go a thousand miles out of your way; or to

take a long vacation trip. But while we were trying to win the war we learned a much shorter way: to leave the U. S. A. at Minneapolis and to go north by north-west to China, not going near California, Washington, or Oregon. We learned to go northward from China right back into Minneapolis. That is the world of the Air Age. The air routes of the world today are moving northward and we need a new kind of geography for this Air World — a Global Geography.

Since the major populations of the world live north of the equator, the shortest connections between them and the United States go north by air. It is north to Europe, north to the Middle East, north to the Orient from the United States, and north back to the United States from the Orient, from the Middle East, and from Europe. Horace Greeley's famous advice: "Go west, young man, go west," needs revising.

Many new towns and cities are springing up on these new northward routes just as they sprang up along the railroads when they were developing and offering new territories. I stood in a town not long ago where there was not a living person ten years ago; today it is a thriving, coming young city. Why? Because it is on one of those new global air routes which are going north, just as the railroads stretched east and west.

There is another aspect of these new routes too. Just as the peaceful commerce and travel of the world are moving north, so also it is a certain fact that if we get into another war, the attack will come over the top of the world from the north. Military circles no more expect that a war will come across the Atlantic and Pacific Oceans by ship from the east or west. If atomic bombs strike the United States they will come over the top of the world. That is one reason why we are cementing close relations with Canada and spending money to build air fields and navigational aids inside the Arctic Circle. We must be

prepared to meet attacks from the north. General Eisenhower recently warned that in the next war the enemy would come by air, striking suddenly the major cities along the north part of the United States. The outcome of such a war could be decided in two weeks. There would be no time in that kind of war for us to catch up while somebody else "takes it on the chin." We will all have to recognize that these are vital factors in the world in which our boys and girls are going to grow up. Let's hope and pray there will not be another war, but we might as well know from what direction it will come if it happens.

This new geography has given us not only new directions but also a new size to the earth. I wouldn't have believed how small the world has become but for an experience I had last year going over to Europe. We had breakfast in New York, lunch over the North Atlantic, and dinner in Ireland. Then, after I got off the plane, I played nine holes of golf before it was dark; and this was all in one day.

Out in Liberia, West Africa, where I once spent three years in educational service, we had three dreaded diseases, malaria, sleeping sickness, and yellow fever — all carried by mosquitoes or tsetse flies. They used to be regarded as tropical diseases to be found only in tropical areas. Now they are diseases which concern us right here. Because airplanes fly across the South Atlantic to South America and on up here, those diseases no longer are staying where they are supposed to. For even mosquitoes have taken to flying in airplanes. Before the Air Age arrived, a mosquito could never get more than a mile away from home. Now they are flying all over the world. Consequently, we have found that the swamps undrained in West Africa are a vital public health problem to the people of Chicago, Albuquerque, San Francisco, and Middletown. We are sending our money and men out to West Africa now for draining the swamps

where mosquitoes breed. Why? Because those swamps and mosquitoes are now in our backyards. The world has become one big neighborhood. We can no longer say that any part of the world in which there is disease, poverty, or suffering is none of our business. It is our business — and if we don't bring up a generation of young people to feel that the world's problems are our problems, then we shall go on to the same old thing — another war and another, I suppose, as long as we can stand it or until we are all destroyed. But this is certainly not the intelligent way to go about it.

NEW CONCEPT OF PEOPLES

If we are to understand and participate in a Global World, we should be able to talk to our global neighbors. We Americans have been one of the most handicapped nations on the face of the entire earth, linguistically; in fact, we are the only important nation whose educated people speak only one language. At every United Nations meeting I have attended or known about, the American delegates have usually been the ones who could talk in only one language; many of the other delegates spoke several languages fluently. People sometimes ask, "How does it happen that most educated Americans speak only their mother tongue?" The necessity of talking more than one language is so great that I would make this prediction: you and I are the last generation who will dare to stand up and say we are educated if we speak only one language.

If we ever become linguists we shall have to begin the study of languages in the elementary grades. That is where language belongs, and is most natural. We are the only important country in the world beginning its foreign languages in high school. Other countries begin them in the elementary grades. What are the languages we shall need to learn? The United Nations has set the world pattern — English, French, Spanish, Russian, Chinese — five official languages. The

business of the world is likely to be transacted in these five tongues.

We shall also have to know much more about the *peoples* of the world who are now our global neighbors. The social sciences will have to include a great deal more anthropology. One of the greatest obstacles in getting along with our global neighbors right now is our abundance of prejudices and false ideas about them. If you ask the first ten people you meet in the street ten questions on the subject of the races of mankind, nine out of ten answers will reflect either ignorance, superstition, or prejudice. The man-in-the-street still thinks there are five races in the world; but no anthropologist ever classified mankind into five races. The man-in-the-street will talk about a red race, but you who know the Indians know they are not red. The man-in-the-street still talks about a yellow race; but no anthropologist believes there is a yellow race. What are called the red and yellow races are only shades of brown, of course.

On the question of race, the average man thinks also that the white race dominates the world, just because it does in the U. S. A. Little does he realize that the white race is a minority group in a world of colored skins. One of the first things I had to learn when I started traveling over the world was that what one thinks about race in the United States doesn't usually hold outside of the United States. Let's spread out the peoples of the world in front of us, horizontally — don't ever spread them vertically, with somebody at the top and somebody at the bottom. Over at one end is a small minority group, the white race. It isn't a "race," actually; we will say the white "variety." Then if we go over to the other end we have another small minority, which we call the black race, Negroes. They are not a "race" either, but the black variety. Really, we are all one race, the human race, as every anthropologist knows. There are various varieties of the human family, but they are

not considered separate races. Different categories of man are classified not only according to skin color, but also shape of the nose, measurements of the head, and so on. But they are not separate races. Scientists know we all have the same blood stream. When the war came along and blood banks were set up, medical doctors said, "It doesn't make a bit of difference from whom the blood is taken, just so the people are healthy. There are just four types of blood: A, B, C, and D, and they are found in all people." There probably wasn't a single boy dying from loss of blood on the battlefield who, when blood was offered to save his life, questioned the color of the donor. It was only the people who sat at home and never saw war who worried about things like that.

Here is the human race: a small white "race" over here, a small Negro "race" over there — both minority groups in a brown world. What we call the "race problem" in the United States is merely a local issue between two minority groups; it misses completely the major portion of the world's population. Any idea that solving the race problem goes no further than teaching your minority groups to get along together certainly is by-passing the great multitude of the world's population which is neither white nor black, but *brown*. There are four hundred million of them in India alone. They are in China, Japan, Korea, all through the Middle East and in Latin America.

Some would say it doesn't matter much what we think about all these other peoples. When I grew up in Ohio where my family had lived six or seven generations, I thought the world was divided into only two classes of people: Americans and foreigners. It wouldn't have mattered much who the foreigners were; we put them down in our minds as inferior. Such an attitude is childish. I don't know why we should be the one country in the whole world in which it is a disgrace to admit you came here as a foreigner or that your

parents were foreign-born, when every last one of us is descended from an immigrant. Our ancestors were all foreigners when they got here except the Indians. The Indians are the ones who should have prejudices if anybody should.

These prejudices are responsible for the fact that we Americans have lost our languages. We make a boy in the street ashamed to speak the language his father and mother brought to this country with them. I would say to every boy and girl in the United States, "If your father and mother know another language, learn it alongside our beautiful mother tongue, English. It may be the best thing your father and mother will ever be able to give you. Cherish it. Keep it up. You will need it. Don't be ashamed of it."

Do we want to know what the world is like? Prejudice is the thing which separates people and makes them hate each other. Charles Lamb once met a man who said to him, "You see that man across the street? Well, I hate that man." "You hate that man? Did you ever meet him?" "No, never." "Why do you hate him then?" "Because I don't know him." That is the crux of the whole matter. We have thought of people we didn't know as *foreigners* who lived on the other side of the world. But now they are our next door neighbors.

When I lived in West Africa, I belonged to a club called the "White Man's Athletic Club." There was also in that town (in a Negro republic) a "Negro Athletic Club." Both clubs were well-established when there came to town quite a colony of Syrians, light-brown-skinned people. Nobody knew exactly where to place the Syrians racially, for we could think only in terms of "white" and "black." We still hadn't absorbed the idea that most people are *in between*. Well, the Syrians applied for membership in the white men's club, of which I happened to be an officer at that time. The club took a vote and told the Syrians, "Gentlemen, our constitution

says only members of the white race can become members of the club. We are sorry we can't admit you as you are not of the white race." The Syrians then applied for membership in the Negro club, which considered their request and sent the following reply: "Gentlemen, we appreciate the honor you have given us in wanting to become members of our club. But the Constitution of our club says that only members of the colored race can become members of our club and you are all *white* people!" Well, the poor Syrians were a lovely shade of brown but nobody wanted them. So they went out and built an athletic club of their own. The three clubs are still there, evidence of the stupidity of all of us.

Now, prejudice is not inherited. It is something that is taught. I don't know that it has ever actually been taught in school; but perhaps in school we haven't done enough to counteract what was taught *outside* of school. Why don't we teach the truth about races of the world, and not teach that there is one superior race and many inferior races? There are superior people and inferior people in *each* race or group, and no matter what you have heard to the contrary, that is the whole story. Why don't we teach this to our children? Why don't we teach them that the white race has made many important contributions to the world, but not *all* the major contributions, by any means?

Let's have honesty and no apology in our curriculum, and let's prepare the children of today to appreciate and get along with the other peoples of the world. The United Nations are going to have to understand each other, too. If they don't, it is going to be tragic. In fact, we almost had a tragedy when we were organizing the United Nations. We had invited the peoples of the world to meet in San Francisco. When they got there, do you know what happened? The hotels wouldn't accept the colored delegates. Why? Because

we Americans had not realized that the majority of the world is not of white skin. It was the United States which had invited these people here, and in order to avoid a most embarrassing situation the government had to step in and take over major hotels in San Francisco, and operate them as government hostels during that first United Nations meeting. Why do I tell you this? Because you and I, as Americans, are supposed to lead the world, and the seat of the United Nations has been placed in our own country. Are we *ready* to lead the world? I'm not sure; but it is up to you as teachers of our children to produce a generation ready to take their places in *one world* and get along with everybody who lives in that world — on an absolutely equal basis. That is the biggest job of education today.

I'm going to close with a little story of a man who lived in Russia on the Polish border. There had always been some question about just where the boundary was so people were never quite sure whether they lived in Russia or Poland. One day the officials came down and resurveyed the land, and they found the boundary went on the other side of this man's farm. The farmer was greatly excited and ran in to his wife, saying, "My

dear, they have changed the boundary and we are no longer living in Russia; we are living in Poland." She replied, "I don't see what difference it makes." He said, "Oh, yes, it is better to live in Poland." She queried: "What do you mean? The house is still in the same place; the barn is in the same place; the fields are in the same place; and I still have to wash the dishes in the same place. What do you mean, it is better now that we live in Poland? Everything is exactly like it was before they changed the boundary." He said, "No, it isn't. Now that we are living in Poland, my dear, we won't have any more of those terrible *Russian winters!*"

Perhaps it is all in the way we look at things — all in our minds. You teachers are the people who will shape the minds of the next generation. It is a big challenge. It is a wonderful opportunity. Let's develop "one world" thinking, so our swift planes will carry people whose minds are as global as the planes which carry them, people who are ready to make friends everywhere and never, never again may these planes have to carry atomic bombs. If we do this, our children will grow up to live in a better world than it has ever been before.

The best foreign policy is to live our daily lives in honesty, decency, and integrity; at home, making our own land a more fitting habitation for free men; and abroad, joining with those of like mind and heart, to make all the world a place where all men can dwell in peace.

Neither palsied by fear nor duped by dreams but strong in the rightness of our purpose, we then place our case and cause before the bar of world opinion — history's final arbiter between nations.

— Dwight D. Eisenhower, from "Vital Speeches"

FLYING FARMERS

W. E. "BILL" RENSHAW¹

IF the red man of yesterday could come back and visit the modern farm lands of America today he would surely say, "White man make strange winds blow." Then he would be too dumbfounded for words as he watched the bird-like machine which caused those strange winds glide gracefully off the ground carrying flying farmers into the blue distant horizon.

One thing is certain. If our early American Indian could leave his happy hunting ground for a sojourn with today's flying farmers he would applaud the ingenuity which enables them to stride over great distance with such ease. For the farmer whose ancestors trod the soil until they were so footsore they could no longer stand is taking to the air in unprecedented numbers.

Several factors conspire to make farmers the biggest users of light airplanes. One of these is the modernization of agriculture. Just a generation ago farm folks plodded slowly along behind "old Dobbin." The automobile, which farmers were the first to accept on a large scale, was followed in rapid succession by the tractor, electrification, and almost complete mechanization of the farm.

All the time- and labor-saving conveniences brought a new freedom to the farmer and his family. Tasting the fruits of technocracy and finding them good it was natural that the farmer would look with favor on any machine that would advance his campaign for "Better Rural Living." The airplane, he is convinced, does this. It is another step along the long road up from the peasantry of yesterday to the economic independence that should be part and parcel of a basic industry.

Just when farmers, watching the birds of field and forest, first dreamed of flying no one knows. The records do show however that John Anthony, a Martin County,

Indiana, farmer, attempted flight in 1870. He nearly made good when he jumped from the roof of his barn in a kite-like contraption which he had built in his farm shop. While Anthony made the jump without injury he wasn't credited with doing any flying, so the honor of being the first flying farmer doesn't go to him.

Thirty-nine years after Anthony's jump, Usher Rousch, a Crawford County, Illinois, farm boy, seized this honor in an airplane built in his mother's barn. In his home-made flying machine Rousch succeeded in attaining sustained flight at an estimated speed of fifty miles per hour. His flight followed closely on the heels of the Wright brothers' success, but was never widely publicized.

From that day on farmers have played an ever increasing role in the development of the airplane. Typical example is that of Roderick Wright of Daviess County, Indiana. In 1911 when Wright was twenty-four years old he decided to take a winter off and study aviation. The Wright brothers, no relation to Roderick, has established a school at Dayton, Ohio, which was regarded as the fountainhead of aviation.

At this school Roderick Wright worked as a mechanic during the winter, after which he returned to Indiana to build and fly an airplane of his own. In 1915 the love of aviation again pulled Wright from the farm and he signed up with Orville Wright as a flight instructor. Eddie Stinson, later to become famous, was one of his early pupils. When World War I brought the airplane into use as a combat machine, flying farmer Roderick Wright was put to work as a civilian test pilot and instructor.

Other early flying farmers that have contributed in large measure to civil aviation are the Moody boys of Moultrie

¹Aviation Editor of *Prairie Farmer* WLS.

County, Illinois. When Hunter, the oldest of the boys, was nine years old he prevailed upon his dad to give him money for an airplane ride at a nearby county fair where they had gone to exhibit their purebred cattle.

That one ride did it. At fourteen, after one hour of instruction, Hunter was flying. Two years later his dad bought him his first airplane, thus starting him on a career of passenger "hopping" probably unequalled anywhere. During the years of 1936 and 1937 Hunter took 185,000 passengers for a ride without a single accident in what was then termed "barnstorming." His biggest day was at Kingsport, Tennessee, when he hauled 951 passengers from sunup to sunset. Two years later Hunter and a younger brother, Humphrey, set a world's endurance record at Springfield, Illinois. They took off on July 23 and flew non-stop until August 6.

Thus it was that flying farmers, John Anthony, Usher Rousch, Roderick Wright, the Moody brothers, and scores of others did the ground work for the flying farmer movement that today constitutes the biggest segment of private flying.

Just where flying farmers first organized as a group is a debated question. In the fall of 1944 a large group of Vermillion County, Indiana, flying farmers hoisted their light planes off the farm airport of Ellis Volkel for a mass flight to Chicago. This weekend trip proved so successful that an organization was immediately perfected upon their return home.

At about the same time thirty-eight rural pilots were meeting at Stillwater, Oklahoma, to form a state organization. Which was first isn't important. But it is important that as a result of these beginnings there are now flying farmer organizations in almost every state of the union. These states are banded together into a national association whose prime purpose is to encourage the use of the airplane on the farm.

AIRPLANE AGRICULTURAL IMPLEMENT

Calling the airplane "just another agricultural implement" is perhaps stretching the point, in spite of the fact that it is used for hurry-up trips for repairs for farm machinery, for attending distant agricultural events, and for a hundred and one other tasks connected with farm life. It "is stretching the point" because the present airplane can not be flown safely in all kinds of weather. Flying farmers are also handicapped by a shortage of landing strips near most towns and villages. Then too night flying has not been made entirely safe for the light plane.

Flying farmers are not discouraged, however, because of these three factors which limit the utility of the present day plane. They point out the light airplane today is more usable than was the early automobile. They believe landing strips will come just as improved roads followed the acceptance of the automobile; and if light plane manufacturers do not build the utility into their airplanes that farmers must have, then flying farmers are quite likely to build their own just as Usher Rousch and Roderick Wright did in the early days of aviation. In fact, preliminary work is now being done at Texas A. and M. College on a truly agricultural airplane. This work, which is being sponsored by the Department of Agriculture, the Civil Aeronautics Administration, and Flying Farmers, is in the capable hands of Fred Weick, the engineer who developed the two control features of the Ercoupe. Flying Farmers confidently expect this combination to build an airplane with some of the utility that they need so badly.

A few light airplane manufacturers are also conscious of the need for what might be termed a "farmer's air flivver." The Aeronca Aircraft Corporation of Middletown, Ohio, has, for instance, recently contracted with two inventors to manufacture the Helioplane. This airplane can be flown in and out of a tennis court. It will fly slow enough to make its operation safe in all but the worst weather. Flight strips



Dean Wakefield and Walter Rusk

for its use can be built for a fraction of the cost of constructing an airport for our regular light airplane. This plane may well give truth to the statement that "the airplane is just another agricultural implement." Some uses to which a truly farm airplane will be put can be envisioned from the utility farm folks are getting from today's light planes which, as we have already pointed out, have their limitations.

In Huntington County, Indiana, for instance, County Agricultural Agent Walter Rusk discovered that a flying farmer's airplane could be used to sell soil conservation more effectively than he had ever dreamed. For years Rusk, like most county agents, had been driving through his county talking with farmers by day and holding meetings at night. The story was always pretty much the same—better farming—and better farming meant proper land use and proper land use meant getting folks to see their fields as others see them. It wasn't easy. Progress was often slow and discouraging. Then one day Rusk took an airplane ride with a flying farmer. He was amazed with the ease with which he could spot the fields where good land use wasn't being practiced. If there were only some way to show every farmer his farm from the air, the selling of soil conservation would be easy. Then suddenly Rusk had it. Why not photograph typical farms from the air and then project the colored slides on a screen at his meetings?

The first farm photographed from the air was one of the fourteen Huntington County demonstration farms. The pictures were in kodachrome, and when Rusk projected them at his first meeting he knew from the gasps and "ahs" and "ohs" that he had found the formula for getting folks to see their land as it really is.

While literally hundreds of farmers have been made disciples of soil conservation by seeing pictures taken from the air, thousands have been converted by an actual "look-see" from the air.

First Soil Conservation Airlift Day was conceived by Fred O'Hair, Greencastle, Indiana, banker. With a flair for selling "better farming" to the folks in his area, O'Hair invited any farmer in the county to see his own farm from the air, as a guest



Contrast in Travel

of his bank. In one short day more than 500 accepted his invitation. Since that time flying farmers have promoted what has come to be called Soil Conservation Airlifts in hundreds of counties. Thus the light airplane joins the terracer, the grader, the bulldozer, and a half dozen other tools as "another farm implement" being used to conserve the top soil of the nation.

Typical of mid-western flying farmers is L. K. Wyckoff of Valparaiso, Indiana. Wyckoff, who farms 600 acres of land and who bought his first plane some seven years ago, admits that today's plane has its shortcomings, but adds "so does the combine" which costs about the same

amount. Wyckoff states that he uses his airplane on business more hours per year than he does his combine. He points out that the combine, due to its speed of harvesting, has saved many a crop that would have been lost under old harvesting methods. "The airplane," he says, "is like the combine in that it may pay for itself in an emergency in a few days."

Take the case of Paul Thompson of Terre Haute, Indiana. Thompson, who has extensive farming and cattle feeding operations, recently had a call from his foreman at Lexington, Kentucky, where he was feeding 800 cattle on distillers' slop. The cattle were seemingly hit by a mysterious malady. Many had fallen down and were unable to get up. Some were blind; others, paralyzed. Thompson flew there immediately. The speed of his trip enabled him to find the trouble quickly enough to remedy it without losing a steer.

More important than bringing better rural living to the farmer and his family is the ability of the airplane to broaden one's horizon. This was demonstrated recently when 600 flying farmers from the midwest flew their airplanes to Pensacola, Florida, where they spent five days as guests of the Navy. Without the airplane, these farmers agree, they would never have made this trip which gave them such a fine understanding of the role their Navy is playing in maintaining World Peace.

It is estimated that there are about 25,000 flying farmers in the nation at present. They are blazing new trails just as their forefathers who bought the first automobile in their communities did a generation ago. In the words of W. T. Piper, builder of the famous Cub, "It is entirely possible that the farmer will lead all of us into universal use of the plane."

THE ABC'S OF AIR CARGO IN CHICAGO

KATHLEEN POWER¹

CHICAGO Midway Airport is the world's busiest airport. It has attained this status not only because of the number of plane arrivals and departures, the number of passengers, the staggering amounts of air mail, but also because of the amount and variety of air cargo shipments.

More air cargo is shipped in and out of Chicago than at any other airport in the world; the volume of air cargo in 1949 tripled that of 1946. This rapid increase in air cargo makes it one of the nation's fastest growing industries and it is having a profound effect on distribution techniques. It is responsible for creating larger markets for manufacturers and producers all over this country and the world. This in turn is affecting the business and industrial life of Chicago.

In the early 1920's, the Post Office Department experimented in carrying mail by air. The only cargo other than mail carried by plane was that flown a few hundred miles by private pilots for the publicity or advertising value of the stunt.

In 1927, National Air Transport and Boeing Air Transport, both predecessor companies of United Air Lines, were the first air carriers out of Chicago to contract with the Railway Express Company for scheduled air express service. NAT operated between Chicago and New York, and Chicago and Dallas; and BAT operated between Chicago and San Francisco. This gave the United States its first scheduled air express service. Shipments destined for off-line points on these routes were

¹Educational Advisor, School and College Service, United Air Lines, Inc.

flown to the closest point and then transferred to rail.

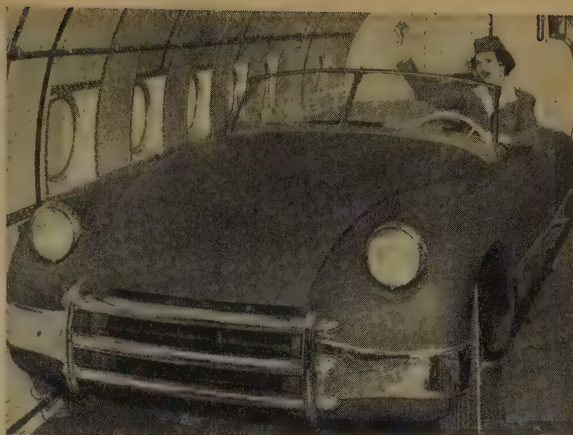
These first air express shipments were carried in the limited cargo pits of the single-engined Boeing 40A biplane at an air speed of 105 miles an hour. Because of the size of the cargo pits, the shipments were limited in size and number, but the space was adequate for the demands of the day. In 1930, there was a total of 34,000 pounds of air express shipped out of Chicago.

As larger planes, such as the Boeing 80, the Ford Tri-Motor, and the Boeing 247, were placed in service, larger cargo pits were available for the increasing demand of air express. In 1936 and 1937, the addition of 21 passenger Douglas DC-3's made available still more cargo space and no point in the United States was more than 12 hours from Chicago for air express shipments.

From 1939 until the end of World War II, a large part of the air express shipments were those concerned with speeding up the war effort. In 1940 some of the air lines were using all or part of their passenger cabins for some of these shipments. The express was loaded in and around the seats in the cabin. Thus, the first "flying freight cars" made their appearance on the Chicago airways. Later the passenger equipment in some of these DC-3's was replaced by cargo bins, tie downs, and other special air shipping facilities; thus they became the first real "cargoliners."

In 1943 such planes were operating daily schedules into Chicago and across the continent. During the war years, air express shipments were given priority just as air line passengers were. By 1944, the yearly number of air express shipments out of Chicago had reached 363,928 — an average of nearly 1,000 shipments a day.

With the end of the war and the lifting of priorities there was a flood of air cargo business for the air line. To meet the demand four-engined DC-4 transports, capable of carrying 18,000 pounds, were



Courtesy of United Air Lines, Inc.
Auto Takes Wings

converted to all-cargo planes. These planes supplemented DC-4 passenger-cargo ships which carried 5,000 pounds of air cargo and 44 passengers at a cruising speed of 230 miles per hour. Operations of air transports into many new cities also helped increase the demand for air cargo.

In 1946 the air lines added air freight service to their air express service. The difference between the two is this: air express is a service offered by the Air Express Division of the Railway Express, and is a door-to-door operation; air freight is an airport-to-airport service offered by one or several air lines. Ground service for air freight may be arranged for a small additional cost with local trucking companies. Air freight is a less expensive service devised primarily for larger shipments between cities served by an air line. Air express is more economical for smaller shipments between cities served by the air lines and for any size shipments to cities not served by an air line, where the shipment must use surface transportation to reach its destination.

In September, 1948, a fourth branch of air cargo was added when the Post Office Department inaugurated Air Parcel Post. This service is primarily for small shipments; it is from the Post Office to the door. Since its inauguration its expansion has been rapid. During the first year of operation over 7,000,000 packages were



Courtesy of United Air Lines, Inc.

A Varied Cargo

shipped, more than double the original Post Office estimates. It now makes up about 40 per cent of the total domestic air mail weight. Generally it is more economical to ship lightweight packages by Parcel Post, medium weight by Air Express, and heavier packages by Air Freight.

As four-engined transports replaced the smaller aircraft in the post war period, more and more DC-3's and DC-4's were converted into cargoliners. The larger passenger transport, such as DC-6's and Constellations, also offered more space for cargo — about 6,000 pounds. Currently there are over 70 all-cargo aircraft and 900 combination passenger cargo planes being operated by the scheduled air carriers. This provides domestic cargo service to 524 airports and, through connections with international carriers, to 1,200 air line cities abroad. These planes are equipped with special heating and ventilating equipment, and refrigerated compartments.

IMPROVED HANDLING

To keep pace with the faster flight schedules and bigger cargo loads in and

out of Chicago, improved ground handling methods have been devised to provide time-saving short cuts for loading and unloading planes, reducing manual handling, and trimming ground time to a minimum. Such devices as fork lifts, pre-loaded pallets and containers, mobile tub cars, lift platform trucks, cargo chutes, and belt loaders have been developed. Other facilities, such as refrigerated storage units at terminals, are used to store perishables until picked up by ground delivery carriers.

Two-way radio on delivery trucks, of which there are over 900 in Chicago, are used to speed shipments to and from the airport. Helicopter Air Service, making frequent trips between the airport and the downtown Post Office, and on through suburban routes, speeds air parcel post. All the advances that have been made in the shipment of air cargo are the result of a demand for such services. It makes possible maintaining lower inventories, reduced packing for shipment, and a swift means of getting replacement parts. In

some cases the cost of warehousing can be cut or eliminated.

Recognizing that it is the overall cost of doing business that is important, not just the cost of transportation, alert business men are ever seeking more efficient ways of getting goods to distant markets and from distant producers to local markets. Chicago, located as it is in the center of the manufacturing and rich farming area of the United States, is destined to maintain its lead as an air cargo distribution center. Shipments entering Chicago by air, rail, and truck are shipped out by air; and likewise other shipments coming into Chicago by air are shipped out by air, rail, and truck.

In the field of perishables, air cargo is the ideal method of transportation. Chicago is the distribution center for florists in the Midwest and flowers are flown to Chicago from such places as California, Florida, the Pacific Northwest, and Hawaii. For example, in a single day just before Easter, 1950, more than 55,000 pounds of flowers were flown in from Los

Angeles and San Francisco. That same week three plane loads of daffodils came in from Seattle. Last spring one shipment of 8,000 pounds of rose plants came in from Oakland.

Chicago also has a large market for airborne freshly-picked tree-ripened fruits and vegetables such as strawberries, figs, cherries, asparagus, spinach, and tomatoes. A large market has been developed for fresh seafood, with shipments coming in from both the Atlantic and the Pacific coasts. Frozen giant king crabs are being shipped from as far away as the Bering Sea to Chicago, as well as from the State of Washington, presaging a new Pacific Coast industry. Some of these crabs measure five feet between claw tips. Nor are all the seafood shipments edible, because tropical fish and guppies are shipped by air in five-gallon cans. Drugs and serum and other medical supplies are part of daily cargo shipments.

Many State Street and other mercantile establishments are bringing in daily air cargo shipments. It reduces the necessary



Loading a Sky Freighter

Courtesy of United Air Lines, Inc.

inventory, facilitates sale turnover, and enables shops to keep in stock items that are experiencing a heavy demand. They can rush in new styles ahead of the competition. It is possible for a store to become 95 per cent stocked overnight. In the case of women's apparel, air cargo eliminates elaborate packing and pressing. Furriers and jewelers often keep a limited supply of their expensive items on hand and replenish the supply as needed by air cargo. Items such as millinery, shoes, and sportswear are also shipped by air.

An increased amount of manufactured goods is being shipped by air and the list runs from radio and television tubes and parts, phonograph records, industrial castings and forgings to radios, typewriters, and camera equipment. Shipments aren't limited to just the lighter goods either; there are many such items as automobile tires and parts, and even complete cars. Such items as motors, farm implements, pumps, airplane motors, wire presses, washing machines, refrigerators, and transmission equipment are also transported; the list is endless. There also have been frequent shipments of furniture; it requires no crating or packing. Air Cargo is used for emergency shipments of products that would ordinarily be sent by surface transportation. For instance, 20,000 pounds of wax paper was shipped from Chicago to a frozen food plant in Walla Walla, Washington.

Before Christmas many shipments are made by manufacturers of electric trains, dolls, sleds, and other toys while the demand is high. Samples, display material, and advertising materials are frequently shipped by air. Educational institutions are using air cargo to rush textbooks and supplies. Last fall, 77 slide projectors were flown from the Society of Visual Education in Chicago to the public schools of Los Angeles.

Seldom does a cargoliner arrive in or depart from Chicago without some animal on board. Shipping animals and birds by air has become big business because special handling, feeding, and travel fatigue are eliminated. Such zoological exhibits as elephants, sea lions, deer, bears, birds, penguins have all been aboard. More common, however, are baby chicks, prize cows, breeding animals, race horses, dogs, cats, turkeys, pigs, goats, and honey bees. Recently United Air Lines has developed a special "flying dog house" so pets can be carried on passenger as well as cargo planes.

On the daily inbound cargoliners there are shipments from countries all over the world: hearing aids from Switzerland, endive from Belgium, hops from Scotland, lily bulbs from Puerto Rico, shamrocks from Ireland.

The biggest air cargo year that Chicago has had was 1949, with an average of nearly 400 planes landing and departing daily—a total of 567,135 air express shipments and over 100,000,000 pounds of air freight out of Chicago alone. It was a big year, but already 1950 figures dwarf it. Air express shipments for the month of March, 1950, alone were up 54.6 per cent over 1949. All in all, air cargo is assuming an important place in the life of Chicago and the nation.

Some crystal gazers have envisioned the day when the transportation of goods by air will assume greater importance than the flying of passengers. They feel that air line cargo development will follow the overall pattern laid down by other forms of transportation. More realistic philosophers decry this contention, but they do admit that the ultimate development of air cargo will reach limits not yet imagined.

*Peace is more the product of our day-to-day living than
of a spectacular program, intermittently executed.*

— Dwight D. Eisenhower, from "Vital Speeches"



Photograph by Jerry Kalish

ENGLISH TV—AN ADVENTURE IN COMMUNICATION

ISABEL KINCHELOE AND PHILIP LEWIS

SOUTH SHORE HIGH SCHOOL

*"Thus far the educator, by and large, has been too inclined to wring his hands over the consequences of television and too little inspired to do something concrete about controlling its influences. If television is to prove an insidious cancer in our cultural body, the fault will lie not only with the broadcaster who was preoccupied with making money or the parent who was too lazy to care. It will lie perhaps more with the educator who foresaw what might happen but regarded his job as finished after he expressed articulate despair."*¹

An attempt to answer this challenge in part and in a concrete manner is the initiation and development of the English-TV course at the South Shore High School. One semester of operation is now complete and a number of conclusions and recommendations are clear.

TELEVISION is with us. As teachers we may be for it or we may deplore it but dare we ignore it? Can we afford to overlook that little box of magic which can fascinate millions, steal junior's homework time, and rocket world events right into the living room? Video is, in one, a new art form, a social force, and a versatile medium of communication. As

such, at least, we have been giving it place in the classroom.

One-third of our student population had reported home ownership of TV sets. With special permission we announced a trial workshop course, "English-TV," open to

¹"Video in Education," by Jack Gould, Radio-Television Editor, *New York Times*. Reprinted from *New York Times*, Sunday, February 26, 1950.

eleventh- and twelfth-grade students especially interested in video and able to view programs regularly. The response was so enthusiastic that we decided to select for membership in the class two groups: (1) those who we felt needed the incentive of a live interest to make progress in the traditional English arts and (2) those who had special talents usable in our projected course. Our basis for selection was somewhat unorthodox but results were gratifying.

OPERATIONS

The English-TV class met at times in total-group organization and at times in small groups. Early in the semester one committee evolved the form of a "viewer's log," which was a feature of our evaluative program. Kept faithfully by all members of the class, these logs showed just how well students were advancing toward enlightened viewing and toward balanced leisure-time living.

The experts on camera and lighting techniques reported as our needs arose. Other groups specialized in newscasting, announcing, dramatization, scriptwriting, art, music. The Committee on Social Change, for instance, collected data from all members of the class and kept us agreeably informed as they traced "disruptive forces" at work via TV. Seventeen committees formed, worked, and in some cases disbanded as they completed their usefulness during the semester.

Our major units of learning we named "The Technical Side of TV," "Entertainment by TV," "Program-building," and "Knowing the News." Through teacher-lecture the students gained basic information about the complex machinery and functions of this youngest of the mass mediums. Reference reading and committee reports followed as learning activities in the unit "The Technical Side of TV."

In the unit "Entertainment" we did assigned viewing, discussed current programs, and together agreed upon standards

by which we could appropriately judge variety shows and teledrama — dominant pre-occupations in the entertainment field. We tried to sharpen awareness of fresh, inspiring interpretations of human experience, and to lead all to see that contrastingly trite or stereotyped representations can be inimical both to personal maturing and to good human relations. Our subject matter was plentiful.

"Program-building" mushroomed into quite a unit. Primarily we hoped to demonstrate how various pressures affect video itself. Programs sponsored by commercial interests are accordingly limited by the promotional demands made by their sponsors. The nature of the medium itself imposes further limitations and, on the other hand, permits unique representations. These we considered together. For this unit we breached the walls of the school to tap community resources — activity made easy by the co-operative interest evinced by TV stations, media experts, and metropolitan newspapers. From these communication centers our class drew helpful materials, invitations to telecasts of various types, and a lecture on program-building by a director of a Chicago station. We made field trips to studios, receiving in several cases the shooting scripts for the programs which we had just witnessed.

We felt that we should give free play to the creative responses evoked by these activities. Members of the class began to write scripts with TV features for performances such as we occasionally present in our auditorium. The "performers" recognized certain shortcomings and asked for systematized training in pantomime and speech. Some of the highly trained students volunteered service as student directors or as script scouts. We also tried making adaptations of several types of literary material.

After several weeks of operation it was noticed that six of the boys were not up to the level of participation enjoyed by the

rest of the class. Investigation revealed that these students were technically inclined and a bit frustrated because of lack of outlet for their special talents. Discussions involving the whole class, as well as the boys concerned, finally resulted in the ambitious project of building a closed-circuit television system! A commercial counterpart costs upwards of \$25,000, but what was lacking in dollars was made up in enthusiasm, ingenuity, and interest.

The assistance of the school carpenter and facilities of the Industrial Arts Laboratory were enlisted; the boys contributed headphones, old radios, switches, lenses, and other miscellany. In less than two months the class was presented with two television cameras, a monitoring console, director's intercommunication system, and

a boom microphone and accompanying amplifier, turntable, speaker, and monitoring cabinet. Here was everything necessary to put on teledramas effectively and in a manner guaranteed to make the activities of the class completely significant to the members of the group.

The signal lights on the cameras flash red when they are "on the air," the lens turrets are switched at the director's commands on the interphone; and automatic signal confirmation lights flash on the control console when the lenses are actually changed. The director can alternate from camera one to camera two or montage both with appropriate indications at his control position. Even the boom microphone is operative and picks up the audio which is monitored for level and quality.



Photograph by Jerry Kalish

The phono-turntables supply the sound effects, musical bridges, and "spots" necessary to the different programs.

The realism attained with this "rig" makes it possible to recommend similar installations for use in secondary schools or colleges interested in capitalizing on the potentialities of this new medium of communication. The teledramas were enacted on the stage of the auditorium for an assembly and for numerous other informal get-togethers of student groups.

Critical reception of news report and commentary is an imperative for our society, whether the medium be newspaper, newsreel, radio, or television. Our fourth unit opened with study of the limitations and possibilities of on-the-spot telecasting. It proceeded with activities in distinguishing fact and opinion, in detecting false assumptions, in comparing coverages, in recognizing biased selection of news items for presentation. Again we were able to capitalize on the dynamic content of such a course. Our Crime Prevention Assembly was filmed for television by a Chicago channel. The class witnessed the assembly, and the next day was privileged to view together the telecast of that assembly. Purposeful "selection" in news presentation was dramatically highlighted for us.

VALUES

What benefits accrued from "English TV?" With the installation of TV sets their homes had become for our students convenient laboratories in which they could observe social change in terms which they easily understood—in terms of meal routines, of family groupings, of leisure-time patterns. They began to see significant occupational implications for the era of video. They came to understand more clearly the controls operating on and through all mass mediums of communication. They began to recognize their responsibilities as consumers, in this case

as critical viewers, in determining the future quality of telecasts.

This elective course proved to be an advantageous outlet for both non-academic and gifted students. Into the class had come TV fans with technical interests and skills who would never have elected Senior English or Journalism or Public Speaking. Once in the corral, however, they read books, scripts, articles. They interviewed experts and wrote letters. They made reports and took part in discussions. In a word, they went through the language paces with good will and with pleasing success. We were able to yoke interest to serve needs.

Creative talents bloomed. We have referred to a variety of student products—critical articles, scripts, evaluative check lists, ingenious cameras, and the boom microphone. The students also produced cartoons, sketches for stage sets, and feature articles—one of which was published with byline in the *Chicago Sunday Tribune*. Here was a proving ground for various arts and crafts and sciences. Here was a happy meeting place for both teachers and students who would enjoy the satisfactions of pooling talents in group endeavor, and here's what the students say:

During the time that I have been in the class I have been watching only a few of the programs which used to be my normal ration. The discussions, activities, and outside reading made me more choosy. Now I think about what is going on behind the scenes and ways in which the program could be improved.

This class certainly changed my viewing habits as you can tell from my Viewing Log. I refuse to sit down and just watch any program that happens to be on. This makes me sound like a "big shot" but after taking this course it's impossible to be satisfied with just any old thing.

Now knowing something of the mechanical and electrical aspects of our "wonder child" I feel at home before the set and can operate and tune it with efficiency.

I know the advantages and disadvantages of each type of screen, the good and bad points

about a large screen, and the latest changes in TV taught me through the class medium.

It never occurred to me before that maybe there was another show on at the same time that might be better than the one I was watching. Now I do shop around.

I have learned to think in this class. When writing a composition or a theme I stop to think out each sentence to see that it is used properly. The way English is taught in this

class makes it very easy for me to open my mind to good thoughts.

I watch very closely for technical errors now. I am always analyzing and passing judgment on a show. I am now an armchair director.

Being on the Survey Committee has influenced me more than one could imagine. Working with these reports and listening to class discussions I have grown so fond of surveys that I would like to go into making them.

CHICAGO AND THE MEAT INDUSTRY

WILLIAM L. PRENTISS

UNION STOCK YARDS

IF early Chicagoans ate meat, chances are it was wild game shot down by the long rifles of woodsmen, some of whom lived to see Chicago become the meat center of the world. The explorers, fur traders, and Indian fighters who first dropped bed rolls on the swampy prairie at the bend of Lake Michigan probably never visualized the Chicago industrial empire of 1950.

By 1818, when Illinois gained statehood in the mushrooming union, thousands of head of cattle and hogs already were feeding on the rich produce of Central and Southern Illinois plains. The sparsely settled Chicago area offered little forage for the animals. Southern points like Beardstown and Alton satisfied a growing demand from New Orleans by flat boating livestock down the Mississippi. The superior grazing ground of the Mississippi valley was evidenced when an eastern producer reported 200 head of cattle brought into the territory on an 18-day drive were "better than when the drive began."

But a fast water route to the East was needed and the Chicago River's sandy harbor offered a base of operations. The nearby Mississippi with its trunk route to New Orleans also made Chicago an ideal supply point for South and West.

Despite a late start, it took swarming Chicago little time to establish a beach-

head in the swelling structure of meat marketing. Although predominately a farming region, Chicago grew from a city of 4,500 in 1840 to 30,000 ten years later. Providing meat for the hard working townspeople became a major problem. Farmers drove their animals down Madison street to temporary butcher shops established under shade trees. Ladies ventured on the muddy streets armed with sticks and parasols to guarantee passage through the milling herds.

However, Chicago was destined for greater roles. In 1832 an enterprising Chicago butcher named George W. Dole packed salted meat from 152 cattle and 338 hogs in barrels and sent it to Oliver Newberry of Detroit. The meat eventually reached New York and orders for Chicago salt pork and beef flowed in. Skippers of lake schooners and other carriers assured the local packers that eastern points and new lake communities would easily absorb the production of the Chicago area. Local operators urged nearby farmers to increase production.

In 1836, Gurdon S. Hubbard packed 6,000 hogs, all nicely fattened on corn grown in rich midwestern loam. By 1840, pork was pouring into a Chicago barely out of the log cabin stage. Wide-hatted drovers, forerunners of the cowboys of the "Wild West," began driving animals to

Chicago to test the market. The drovers used prodding sticks and dogs to move the animals along dusty midwestern trails.

Hubbard, dean of the early packers, was soon packing 350 to 400 hogs daily. The season was restricted to the cooler months because of spoilage, but by packing beef in early autumn until the close of navigation, and pork until mid-February, the Chicago packers turned out an amazing volume.

When a thrifty packer discovered that good tallow for candles could be processed from hogs' heads another industry began; lard factories soon appeared. Hide tanning and soap making rose to considerable production. Capital from these industries was building Chicago.

The discovery of a foreign market gave the rising meat trade an increased impetus. In 1841, exports of pork totaled 15,447 barrels. Ten years later, visitors to the London World's Fair commented favorably on the quality of Chicago salt beef. Europeans expressed surprise that such a food could come from the "wilderness" of western America.

However, Chicago meat production had scarcely begun. Drovers moved thousands of local animals to Eastern points despite hardships of the trail. Their reason was "more profit"; the Chicago market was already glutted with cut-throat speculators. Railroad interests soon grasped the significance of a midwestern rail hub. Cincinnati was desirable but it was too far south; Chicago, with strategic lake and river connections and an increasing network of farms, was ideal.

Shortly after the first Eastern train rumbled into Chicago in 1851, the prairie city became business metropolis for the Mississippi Valley and the Rocky Mountain states. Trunk lines to St. Louis, Kansas City, and Omaha were soon constructed and farm commodities flowed both ways. The era of 1,000 mile cattle drives and gun-wearing cowboys began. Producers in Texas, Oklahoma, and

Kansas allowed branded animals to forage on unfenced range land until they were ready to be driven to distant rail points. The main industry of the West was feeding the East.

The city of 1850 with 30,000 inhabitants and no rail outlets, ballooned in ten years to a tangle of 110,000. Nine railroads competed for handsome profits in carrying livestock east. They soon learned to look askance at radical ideas of cars cooled by ice, but the hope of some packers to send cuts of meat to the East instead of live animals never quite died. Summer killing began in Chicago in 1860 when two packing houses operated with ice saved from the previous winter, but the fresh meat industry was destined to remain a local process for several more years. In the East, New York alone had 200 slaughter houses.

In Chicago, butcher shops expanded to full size meat plants, most of which offered "yard" facilities for cattle, sheep, and hogs. Soon meat plants and stockyards dotted the city. Chicago was tagged, "cow town," and the term was not applied loosely.

The demand for meat and the attempt to produce it reached gigantic proportions during the Civil War. Cincinnati, known as "Porkopolis," lost first place to Chicago in the packing season of 1861-62. Chicago packed 514,118 hogs that year; Cincinnati, 474,167. The previous season, Cincinnati packed 433,799 hogs and Chicago 271,805. Chicago did the work of an industry made short-handed by warfare.

But the glut of livestock in the booming Chicago market did not produce stable operations and farmers grumbled about unpredictable prices. All seven of the city's stockyards were doing splendid business, but prices were unaccountably high or low in each of them. Said the Chicago Tribune:

Our reporter frequently finds in making his daily rounds of the various yards, that the average value of stock under these frequent changes which

are occurring has varied from 25 cents to as much as 50 cents between the price paid in one yard and the others. This is an evil of considerable magnitude, giving rise to feelings between owners and brokers of a very unsatisfactory character.

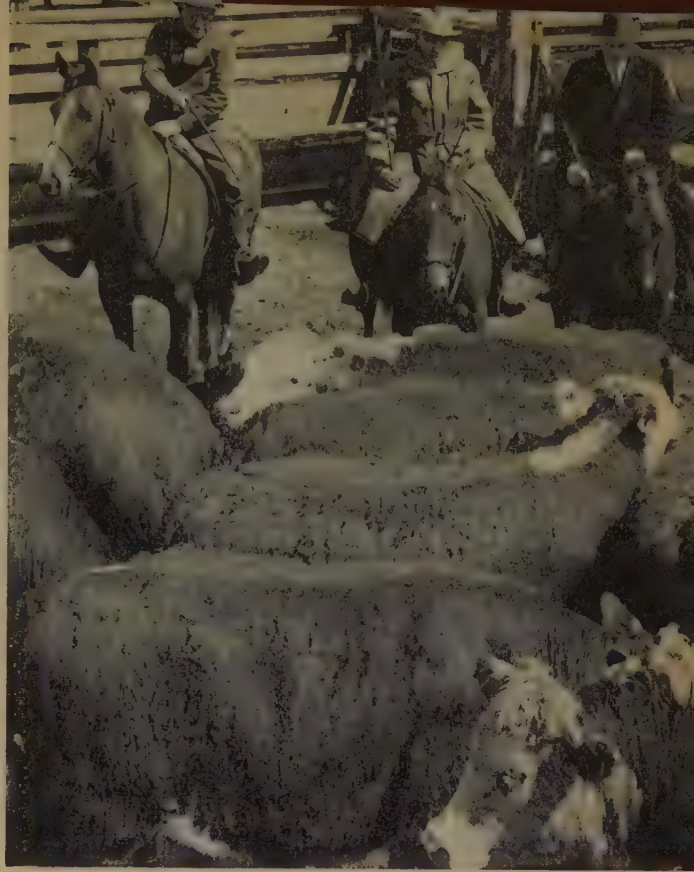
Farmers wearily drove their animals from yard to yard and described the situation in less flowery terms. Perplexed stockyards operators, unable to judge their prices against the onrush of livestock, also wanted adjustments. Meanwhile the animals suffered from lack of feed and attention.

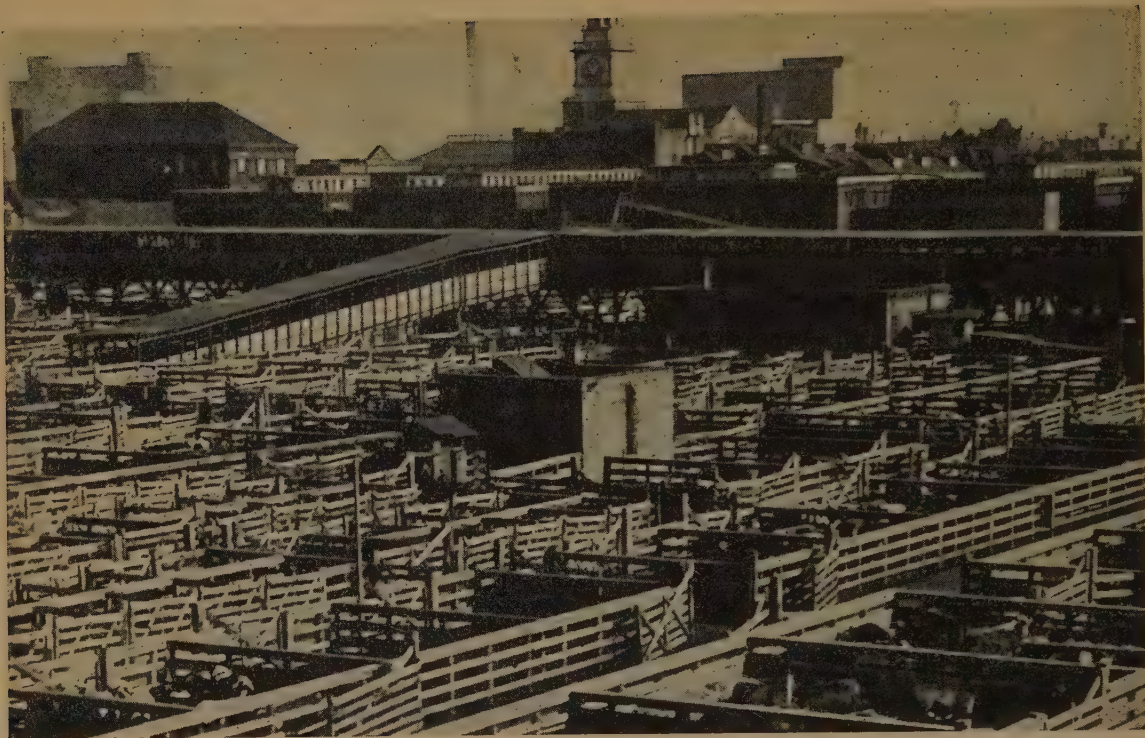


CENTRAL LOCATION PROPOSED

The idea of a centrally located stockyards was proposed at a meeting of the Chicago Pork Packers Association in the autumn of 1864. John B. Sherman, owner of the Myrick yards at Cottage Grove and 31st Street, was one of the main leaders of the plan. Late that year the present location was laid out and the land purchased for \$100,000 from "Long John" Wentworth, a city councilman.

Of the \$1,000,000 raised to build the yards, Hough House, and the livestock exchange building, almost \$925,000 was furnished by the railroads who regarded





the jittery market as dangerous to future operations. Local meat packers raised the rest of the money. The land, a 320-acre swamp lying between Halsted, Center (now Racine), 39th, and 47th Streets, had to be drained and built up with dry soil. Expenses soon zoomed over the original budget to \$1,700,000. All work on the yards and buildings except the hotel stopped. Sherman, who had retired to a New York farm, returned to manage the floundering scheme. Under his peppery direction, the market continued to develop. In following years large scale operations of the local packers paid the debt and enabled completion of building plans.

On Christmas Day, 1865, a Burlington train of 15 cars loaded with 750 hogs pulled across the prairie to the new Union Stock Yard and Transit Company to start the flow of millions of animals into the meat center of the nation. The Tribune commented on January 1, 1866:

The great Union Stock Yards are now a reality — the realization of a wish long since expressed,

and like the Chamber of Commerce building, the lake tunnel, the packing houses, and Crosby's Opera house, one of the "lions" of which Chicago may justly "brag" on. The traveler or tourist who "does" Chicago, must not neglect to spend a day or two at the Hough house, for if not, he has not seen what no other city in the world can show — the largest cattle and hog market on the globe.

A day later another newspaper reporter observed:

All roads delivered their stock trains to the new yards today. The old yards are closed and deserted. It is becoming apparent that the men who will be at least benefited by the concentration of business are the buyers. Of course, there may be combinations to break down the market, but there will be counter-combinations to sustain the sellers' demands. We think it far more likely that a steady market will result; that stock will sell more uniformly at its real value than before.

Today, business is done on the principles established in 1865. Any livestock producer can bring or send his animals to this public market and anyone with money can buy. Sales are made by word of mouth and for cash. It is the Union Stock Yard Company's boast that no shipper ever has failed to receive full payment for his animals. Another yard axiom: "The buyer



who bids highest gets the stock. The killer needing only a few head is just as free to bid and buy as one seeking a trainload of stock."

Since opening day, 964,840,413 animals have been sold. The record year for receipts was 1924 when 18,653,539 animals worth \$523,489,268 were handled. The top year for values was the World War I year of 1918 when 17,779,435 animals worth \$904,715,357 came to the Chicago market.

Completely independent, the company earns its way by servicing the producers, meat plants, and carriers. It receives livestock from the railroads and truckers and counts, feeds, waters, weighs, and delivers the animals for slaughter or reshipment, but it takes no part in the buying or selling on the market.

The railroads long since have sold their interests in the yards. They still maintain thousands of pieces of equipment and 150 miles of trackage in the yards area.

There are about 13,000 pens, 35 miles of cattle alleys, and five miles of hog alleys. Modern unloading chutes for trucks are provided along with sheep and hog houses, horse stables, scale houses, grain elevators, sale rings, and water systems.

Almost leveled by crushing fires in 1871 and 1934, the company pitched tents and continued operations without a perceptible loss of time or livestock receipts.

Its International Livestock Exposition is the World Series of competitive livestock breeding, feeding, and marketing. Held annually in the huge International Amphitheatre adjoining the yards, the show attracts visitors from the entire nation. The need for a meeting and discussion of ideas between livestock breeders and feeders was similar to the need for a centralized livestock market in 1864. The first show was held in 1900 and resulted in what few old time producers or packers could ever have visualized — a friendly alliance leading to the mutual encourage-



Myrick House¹

ment of improved methods of producing and marketing livestock.

CHICAGO LEADS

The beginning of the Union Stock Yards was the end of one phase of the industry in Chicago and the beginning of another. A central livestock agency, a booming population, nearly 300,000 by 1870, and a railroad center, Chicago was the focal point for men of vision in the meat industry.

Such men as Philip D. Armour, Gustavus F. Swift, Nelson Morris, and G. H. Hammond began operations during the '70s in the "Packingtown" area immediately west of the stock yards. Armour had spent five years in the gold fields of California before using his savings of \$5,000 to enter the meat business in Milwaukee as a partner of John Plankinton. After building up his capital, he moved aggressively into the Chicago market in 1875. In the season of 1878-79, he wrested the packing leadership from Benjamin P. "Old

Hutch" Hutchinson, who previously had consolidated several small firms into the Chicago Packing and Provision Company.

Only one barrier remained in the path of Chicago's clear cut leadership in the meat industry — a successful way had not yet been devised to ship fresh meats to the East. Some meats were shipped during the winter months and canned beef had been popular since 1868, but spoilage risks were too great for moving fresh cuts on a heavy scale. Experiments with refrigerated box cars had been tried for some time, but it was Swift who perfected their use for the meat industry. A thrifty New England Yankee who early expressed the first rule of thumb in the meat industry, "You don't make money; you save it," Swift hated a system that required sending live animals weighing 1,000 pounds long distances when only about 550 pounds

¹In 1837, Chicago's stock yards were near Myrick's tavern at what is now Twenty-ninth Street and Lake Michigan. The famous Bull's Head Market was opened in Chicago in 1848. Other markets followed quickly.

became edible meat. Feeding and watering enroute caused additional expense. Visualizing the scientific principle that cold air tends to settle while the displaced warm air drifts upward, Swift and his Boston engineer, Warren A. Chase, built an ice cooled car in 1877 with ventilators to allow the warm air to escape. With the refrigerator car perfected, Chicago took the final step to pre-eminence in the meat industry. A stiff fight to crash tight Eastern markets remained, but Chicago packers gradually dispersed the prejudice against "cooler beef."

While the East was learning of the improved edibility of refrigerated beef, the foreign markets were tested. By the turn of the century Chicago meat was finding ready acceptance in most parts of the world.

Much remained to be learned. In early packing days, little of the animals was used except the commercial cuts. As the industry expanded, alert meat packers and scientists found nutritional and medicinal values in much of the previously cast-off material. Modern methods leave nothing to guesswork. Some of the meat firms today have suggestion plans with valuable rewards for employes who discover even better operating techniques.

Packingtown of 1950 covers about a square mile in the heart of Chicago's industrial South Side. The firms of Armour, Swift, Miller and Hart, Wilson, and Agar are among firms having large plants in the yards area, but more than 100 other meat

processing companies have units in other parts of Chicago.

Decentralization of the meat industry, which began with motor transport and modern highways, has slowed the activity of the Chicago market. Meat plants now can be found wherever meat animals are produced. Iowa, the nation's No. 1 farm state, has more meat plants than any other state. Fast maneuverable trucks compete with railroads for supremacy in the carrying industry and as the population of the nation shifts westward, fewer long hauls to market are needed. Today, approximately two-thirds of the nation's meat is produced west of the Mississippi River and two-thirds of it is eaten east of the great river.

Chicago still may hold the key to the future of the meat industry, however. Successful research for drugs and better nutrition may more than balance packing operations lost to new meat centers. Recent discoveries of arthritis cures and improved child nutrition have caused a race for the secrets of research which may reveal new and valuable markets for meat animals.

The day which saw "Packingtown" as a prime factor in the growth of Chicago probably is past, but the impact of the livestock-meat industry on the world's economy and increased standards of living never will wane. The industry that pulled Chicago out of the swamp and wooden sidewalk stage is here to stay.

A splendid storehouse of integrity and freedom has been bequeathed to us by our forefathers. In this day of confusion, of peril to liberty, our high duty is to see that this storehouse is not robbed of its contents.

— Herbert Hoover, from "Vital Speeches"

POETRY RECORDINGS BY POETS

JOHN STEWART CARTER AND MARY ELIZABETH FLYNN

CHICAGO TEACHERS COLLEGE

VOLUME I

THE purpose of this article is to indicate the possible usefulness of two important groups of recordings: The Library of Congress' *Twentieth Century Poetry in English* and the set of individual recordings by the National Council of Teachers of English.

To the literary historian the value of such collections will be enormous. Each poet reads his own poetry, and thus with his own voice will settle any question of text, syntax, or what he means by the punctuation established in the printed version. But would we be emotionally disappointed if we could hear how Shelley read the "West Wind," or Keats read the "Nightingale?" All poets do not have beautiful voices; Shakespeare played the Ghost, leaving the sonorities of Hamlet to Burbage who, in his way, knew more about them than their author. The way a poem is read — if it is a good poem and most of these are good poems — is controlled by the way it is written: the meaning, the arrangement of stresses, the length of the line, even the punctuation and the visual image on the page. The poet may well be able to hear without being able to reproduce the sounds which his own poem creates.

Both sets of records should be purchased, so there is little point in comparing the two groups. In general, however, The Library of Congress recordings are beautifully clear and technically more perfect than those of the National Council. The National Council, on the other hand, has chosen usable and in a number of instances more significant poetry.

Twentieth Century Poetry in English. The Library of Congress Reference Department, Washington, D. C., 1949. 25 twelve-inch unbreakable records in five albums, PI-PV. \$1.50 each record, \$8.25 each volume.

Katherine Garrison Chapin

P1A. The Great Rose; Autumn Song; Provence; This Lonely Light.

P1B. Girl in the Sun; Sky Over Taos: a. Invocation, b. Dust, c. Morning Song; Too Soon the Shadow.

Mark Van Doren

P2A. Civil War; Return to Ritual.

P2B. The Single Hero; Invincible; The Unknown Army.

Wystan Hugh Auden

P3A. Alonso to Ferdinand.

P3B. Musée des Beaux Arts; Refugee Blues.

Richard Eberhart

P4A. Now is the Air Made of Chiming Bells; Dam Neck, Virginia; The Fury of Aerial Bombardment.

P4B. The Groundhog.

Louise Bogan

P5A. The Sleeping Fury; The Alchemist.

P5B. Henceforth, from the Mind; The Daemon; Last Hill in a Vista; The Mark.

Mark Van Doren reads as if he were acutely embarrassed that his poetry is as good as it is. What is the use of having written

It is a field of legless bearded boys
With bright unnecessary buttons on their
breasts,
And skirts of coats that hold them in
the sod,¹

if the sad anger which the alliteration so exactly suggests is obscured in the interest of a conversational tone?

Richard Eberhart, on the other hand, reads his poetry as if he loved it and knew exactly what he wanted to do; but his voice is too high to do justice to the moral

¹Quotations from the individual poems are taken from the unpagged texts supplied with the records.

fervor which the technical virtuosity reproduces in the lines

These expert prestidigitators press the
luminence
In knowledge of and ignorance of their
doing.

Katherine Garrison Chapin reads in the fashion of Edna St. Vincent Millay, and the style suits her poetry admirably. She makes one improvement on the printed text supplied with the record when in the last line of "This Lonely Light" she reads

Burns that [for *this*] lonely light.

It would be interesting to know whether this was an inspired slip of the tongue or a brilliant and final emendation. In "Girl in the Sun," however, she neglects her own ironic comma after *complete* in

Small breast, strong thighs,
Anointed with perfumed oil,
Complete, in the sun she lies.

Louise Bogan knows and is able to reproduce the sound of her poetry with almost exaggerated exactness. The short cadences become even shorter and even the longer lines are broken. Thus

Drooping the scourge when at last the scourged
advances to meet it

becomes

Drooping the scourge [,] when at last [,] the
scourged advances [,] to meet it.

Like Miss Bogan, Wystan Hugh Auden is acutely aware of the peculiar demands which his poetry makes on the reader. Every syllable is a jewel and is given its just value. *Chair* and *year* are carefully diphthongized; *toward* becomes *to ward*, and *weren't* preserves the second *e* to emerge as *were en't*.

VOLUME II

Paul Engle

P6A. West of Midnight.

P6B. Pair; Fisherman; Ralph Waldo Emerson; Conclusion of "Corn."

Marianne Moore

P7A. Rigorists; Spenser's Ireland.

P7B. Selections from Virginia Britannia.

Allen Tate

P8A. Ode to the Confederate Dead.

P8B. Sonnets at Christmas 1934; Records:
I. A Dream, II. A Vision.

John Gould Fletcher

P9A. Clipper Ships.

P9B. Clipper Ships (concluded).

John Malcolm Brinnin

P10A. Second Sight.

P10B. Love in Particular; Views of the
Favorite Colleges.

The second volume as a whole is less satisfactory than the first. Paul Engle's voice is clear and firm and the structure of the poetry is evident from his reading. He emphasizes the caesura when neither rhythmically nor typographically is such a lengthening justified. Thus in "Ralph Waldo Emerson"

Knowing a sun behind the body's heat
is read

Knowing a sun behind [;] The body's heat.

The general monotony of the delivery arises not from the reading, however, but rather from the poetry itself.

Marianne Moore does her poetry a distinct disservice. Her voice is very bad and she pays no attention to her own typographic directions. In "Spenser's Ireland," for example,

When large dainty
fingers tremblingly divide the wings
of the fly for mid-July

she completely ignores the syncopation indicated by the line break and reads the statement as if it were prose.

Allen Tate reads with a good deal of sound feeling, and the records are delightful.

John Gould Fletcher, on the other hand, is all but unintelligible, and the class of boys which would be entranced by "Clipper Ships" read well would lose hope after the first few lines.

John Malcolm Brinnin's poetry is perhaps too highly allusive for any but the more advanced classes, but he reads well and every syllable is used to build up

really remarkable effects of sound and sense.

VOLUME III

T. S. Eliot

- P11A. The Waste Land—I. The Burial of the Dead.
- P11B. The Waste Land—II. A Game of Chess.
- P12A. The Waste Land—III. The Fire Sermon.
- P12B. The Waste Land—III. The Fire Sermon (concluded). IV. Death by Water.
- P13A. The Waste Land—V. What the Thunder Said.
- P13B. The Waste Land—V. What the Thunder Said (concluded).
- P14A. Ash-Wednesday—I. "Because I do not hope to turn again." II. "Lady, three white leopards sat under a juniper tree."
- P14B. Ash-Wednesday—III. "At the first turning of the second stair." IV. "Who walked between the violet and the violet."
- P15A. Ash-Wednesday—V. "If the lost word is lost." VI. "Although I do not hope to turn again."
- P15B. Landscapes—I. New Hampshire; II. Virginia; Sweeney Among the Nightingales.

T. S. Eliot was born with a voice to match his poetry. The sheer beauty of his reading should win over those who have cast him off as an obscurantist and imbue this volume with an appeal for the many students and others who might not get beyond one page if they met Eliot for the first time between the covers of a book. To listen to Mr. Eliot is to hear music and to sense the depth and richness, the subtlety and complexity of his poetry. The listener is carried along by the range and flexibility of his tone and the variety of his rhythmical effects. In addition, Eliot shows himself an accomplished mimic whether he is imitating the harsh, staccato-like irritability of the lady in 'A Game of Chess' from "The Waste Land" or treating with ironic humor the Cockney dialect of the two women whose conversation concludes that passage.

High school students will enjoy listening to these records if they are assured that they will not be held responsible for an interpretation of their meaning. The startling newness of the material and the magic that Eliot creates with his voice will undoubtedly prove fascinating to them; some of the meaning may carry across intuitively to the better students. Certainly if a student associates his first meeting with Eliot with pleasure, he will be less in awe of him when he is required to read his poetry in a college class.

A volume of this kind would be distinctly useful to an art teacher. The imaginative details and the tremendous variety of sensuous appeals show clearly how far beyond the merely pictorial the poet goes for his effects.

VOLUME IV

William Carlos Williams

- P16A. Peace on Earth; Light Hearted William; Spring and All ("By the road to the contagious hospital"); It is a Living Coral.

- P16B. Queen-Ann's-Lace; The Yachts.

Robert Penn Warren

- P17A. Terror.

- P17B. Pursuit.

E. E. Cummings

- P18A. "plato told him"; "my father moved through dooms of love."

- P18B. "my father moved through dooms of love" (concluded).

Robinson Jeffers

- P19A. Oh, Lovely Rock; The Beaks of Eagles.

- P19B. Ossian's Grave.

Theodore Spencer

- P20A. The Day; The Inflatable Globe; A Narrative; Problem of Immortality.

- P20B. The Phoenix.

William Carlos Williams reads with a peculiarly metallic but not unpleasant voice: *tomorrow* is *tamarrah*, and *coral*, *cahral*. This is exceedingly effective in "It is a living Coral" where it reinforces the echoing emptiness of the rotunda which he is describing and

Frances
Willard's corset is
absurd—

is somehow funnier when *corset* is *cahrsut*. The strangest feature of his reading, however, is that he reads very fast and pays no attention to line or even stanza breaks. In "The Yachts," for example,

move, jockeying for a start, the signal is set
and they are off. Now the waves....

is read

move jockeying for a start the signal is set
and they're off now the waves....

If a poet means *they're*, it seems pointless to write *they/are*. Again, however, it will have to be admitted that the excitement of the poem is better realized as the poet reads it than it is when it is read as his typography suggests.

Robert Penn Warren's voice is very unpleasant; there are many elided syllables, and although the syntax which might otherwise require close attention is clarified immediately by his inflection, this is the most that can be said for his readings.

E. E. Cummings reads his lines with precision, and, in the case of "my father moved through dooms of love," almost majestic firmness. It is not alone the subject matter which recalls "Rugby Chapel" — and certainly there is none of the pious intonation with which that poem is generally favored — but the movement as Mr. Cummings reads it shows very clearly that it is more nearly allied to Arnold than to Robert P. Tristram Coffin's flaccid "Secret Heart."

Robinson Jeffers reads with the sententiousness proper to his poetry, but technically the recording is poor. There is an echo which makes the poetry difficult to follow, and all but the most serious class would not make the effort required to follow him.

Theodore Spencer has a pleasant voice, reads distinctly, and has selected poems which could be used in any number of ways by most high school poetry classes. "The Day," "The Inflatable Globe," and "A Narrative" should not be beyond a grade school class. These are not inferior poems and an eighth grader should not be

expected to see beyond their apparent and deceptive simplicity; but as Spencer reads them, they contain something for almost every audience. If they were read first in grade school and later in high school, students could understand how poetry grows.

VOLUME V

John Crowe Ransom

P21A. Bells for John Whitesides' Daughter;
Janet Waking; Here Lies a Lady.

P21B. Captain Carpenter.

William Meredith

P22A. String Quartet.

P22B. Carrier; Battlewagon; Transport.

Yvor Winters

P23A. Sir Gawaine and the Green Knight;
John Sutter.

P13B. Time and the Garden; The California Oaks.

Randall Jarrell

P24A. Lady Bates.

P24B. Lady Bates (concluded); Stalag Luft.

Karl Shapiro

P25A. Elegy for a Dead Soldier.

P25B. Elegy for a Dead Soldier (concluded).

This is not one of the better albums. Not one of the poets is the best reader of his own poetry, and several of them should have had the good sense to refrain from taking part in an enterprise which required the poet to read his own work. Yvor Winters and Karl Shapiro give adequate readings, but the other three poets give very inferior ones. The character of the poetry itself would limit the use of the album to the high school level or above.

Yvor Winters has a scholarly, cultivated voice and reads with intelligence and just a suggestion of the dramatic in his tone. The highly complicated symbolism of his poetry, however, puts it beyond the grasp of the vast majority of high school students.

Karl Shapiro gives a sensitive reading of "Elegy for a Dead Soldier," but he reads with such great restraint that his voice tends to become monotonous. The vocab-

ulary and the terseness of many of the lines would probably keep freshmen or sophomores from enjoying this poem, but it is not a difficult one to understand and on the senior high school level has much to offer the student as a modern war poem.

William Meredith reads in a slow, weary voice with strange falling quality about it. He also hesitates where no hesitation is called for and thus distorts the rhythm. When he moves on from the delicate, almost whimsical quality of "String Quartet" to the sturdy substance of "Carrier," "Battlegewagon," and "Transport" there isn't the slightest change in the expression of the voice. It is unfortunate that he doesn't do justice to his poems because the subject matter of the last three would appeal to boys who might otherwise shy away from poetry. Used with "Elegy for a Dead Soldier," they would provide an interesting unit on war poetry.

Randall Jarrell has the same soft-spoken voice as Meredith, and he too hesitates in many of the wrong places. But he adds a breathless, sometimes anguished, sometimes sentimental quality to his reading that makes it sound ridiculous. If it were not for that, "Lady Bates" might be used for a discussion of the techniques of modern poetry. It is not too difficult and deals with the racial question in a way that could arouse the student's interest and sympathy.

Although John Crowe Ransome has an adequate voice and reads with intelligent phrasing, his tone of sprightliness and pleased excitement makes his poems sound more like nursery rhymes than serious poetry with a touch of sentiment and whimsy.

NATIONAL COUNCIL RECORDINGS

Contemporary Poets Series. The National Council of Teachers of English, Harrison, New York. 4 twelve-inch records. 11 ten-inch records. Breakable. No albums. \$1.25 each record for members; \$1.75 for non-members.

Robert Frost (4 twelve-inch records)

Record 1. Death of the Hired Man, Part I and II.

Record 2. Death of the Hired Man, Part III; The Tuft of Flowers, A Peck of Gold, Fire and Ice.

Record 3. Two Tramps in Mud Time; The Runaway, The Road Not Taken, Neither Out Far Nor In Deep.

Record 4. Dust of Snow, Birches; Mending Wall, Stopping by Woods on a Snowy Evening.

Vachel Lindsay

Record 1. The Flower Fed Buffaloes; The Chinese Nightingale, Part I; Chinese Nightingale, Parts II and III.

Record 2. Chinese Nightingale, Part IV; Chinese Nightingale, Part V.

Record 3. Chinese Nightingale, Part VI; The Mysterious Cat, General William Booth Enters Heaven, The Moon's the North Wind's Cooky.

Record 4. The Congo; The Congo (concluded).

Robert P. Tristram Coffin

Record 1. The Secret Heart; The Fog, The Lantern in the Snow.

Stephen Vincent Benet

Record 1. The Ballad of William Sycamore; A Portrait of a Southern Lady.

Archibald MacLeish

Record 1. "Frescoes for Mr. Rockefeller's City,"—Oil Painting of the Artist as the Artist; Empire Builders.

Record 2. Landscape as a Nude; Wild West.

Record 3. Burying Ground by the Ties, Dover Beach; Background with Revolutionaries.

W. H. Auden

Record 1. In Memory of W. B. Yeats; Law Like Love, Casino.

E. E. Cummings

Record 1. Poems Number 29; 13, 33, and 42.

In the group of records presented by the National Council, Robert Frost's are at once the most useful and technically the most perfect. Frost's reading stands out in this as Eliot's did in the preceding group. While no poet is more of an antithesis to Eliot than Frost, in his own way he does an equally superb job of read-

ing. The listener is left with the same feeling that never again will he hear this particular poetry read with such understanding and feeling. Frost's voice is a blend of flatness and huskiness that makes him sound like both a simple New England countryman and a poet whose love of people and of nature has given him a special insight into life. His manner of reading is as simple and direct as the poetry itself. He gives the impression that he has just this moment thought of something he wants to say about some person he has known or some sight that has pleased him or given him a new idea. Frost combines this conversational, matter-of-fact approach with a marked emphasis on rhythm, and the hearer is caught up in the actual sound of the poetry. He forgets that he is listening to a record and sees only birches bending against the sky, a colt standing startled on a low wall, or a hired man asleep against the barn door. All of the poems could be used in the upper grades, and three of the rhymed poems — "Dust of Snow," "A Peck of Gold," and "Stopping by a Woods on a Snowy Evening" — can be used effectively even in the intermediate grades. Younger children will enjoy listening to and repeating for themselves the rhyming couplets of the first two short poems. They will respond to the sound of the words even apart from the meaning. They would, however, probably profit by a simple explanation, and the word *rued* in the first poem will be unlocked for them if they are told that a sad day was made glad for the poet when the crow shook down the snow on him. Similarly, a "Peck of Gold" can be crystallized for them by asking if they have ever seen the dust in the air turned to gold by the sun. Since Frost explains before reading the poem that the locale is San Francisco, mention of the Golden Gate Bridge could also be made here. The third poem, "Stopping by a Woods," lends itself particularly well to a follow-up discussion of the children's sensory experi-

ences with snow. This might begin with a discussion of the words Frost uses to produce different effects — words with liquid consonants and vowels to describe the peace and loveliness of the snowy woods, and words with hard consonants such as *k* and *q* to indicate the harness bells breaking the quiet. The children may also notice Frost's change in pace throughout the poem; the slow beginning, the acceleration in the middle stanzas, and the very slow concluding stanza. They may also be interested in noting the difference between the simple rhyme scheme of the couplets in the first two poems and the slightly more complicated pattern in the third poem.

These same approaches could be used in the upper grades and in high school on varying levels of complexity. With older students more emphasis can be placed on discussing mood and the attitudes in the poems. For example, what is Frost's attitude toward his neighbor in "Mending Wall," or toward the husband in "The Death of the Hired Man?" A discussion of mood in "The Tuft of Flowers" can be stimulated by asking what made Frost say at the beginning of the poem

But he had gone his way, the grass all mown,
And I must be as he had been, — alone,
"As all must be," I said within my heart,
"Whether they work together or apart....."

And at the end of the poem

"Men work together," I told him from the heart,
"Whether they work together or apart."

Finally, the students can be encouraged to make an analysis of Frost as a New Englander by such questions as the following: What has been your idea of a typical New Englander? Does acquaintance with Frost make you change your idea or add to it in any way? What kinds of things does Frost talk about in his poems? What kind of people does he like? What does he dislike in people? How is he alike and how is he different from the New Englanders in his poems?

Vachel Lindsay's voice is recorded poorly, and even "General Booth" has none of the excitement that it had when he read it in person. *Blood* in the phrase *Blood of the Lamb* emerges as *Blaud* and would be unintelligible to anyone not familiar with the poem. The readings are eccentric rather than moving, but they would be excellent for a class which had difficulty understanding the principles of rhythmic stress. The racism of both "The Congo" and the "Chinese Nightingale," however, would make these dangerous in the hands of all but the most skillful teacher. The recordings of Edith Sitwell's *Façade* where there is music by William Walton to reinforce the poetic rhythms would accomplish all that the Lindsay recordings could, and "A Man from a Far Countree" is more liberal in its point of view and emotion than "A Study of the Negro Race."

Robert P. Tristram Coffin has a beautiful voice and he reads as if he loved his words. "The Secret Heart" (cf. E. E. Cummings above) is preceded by background material which should be interesting to a class in that it indicates how a poem sometimes is conceived. The chief criticism of Mr. Coffin's readings is that his voice makes the poems sound more sentimental than they need be, and while a reader might be able to overlook "Life was but a name for loneliness," Mr. Coffin's voice insists on its sententious quality and it becomes unendurably banal.

Stephen Vincent Benet's voice is uncomfortably nasal, but the recording is clear and the rhythm is infectious. The poems "Ballad of William Sycamore" and the "Portrait of a Southern Lady" from *John Brown's Body* could be used with great effect in an upper-grade history class where the events could be documented and where the poems would give emotion

and life to the facts which the teacher wanted to clarify.

Much the same kind of use suggests itself for Archibald MacLeish's more sophisticated but immediately apparent "Frescoes for Mr. Rockefeller's City." The need for such critical appraisal of American history even in grade schools is apparent. In view of the enormous popularity of such commercial and professionally glamorous ventures as the Chicago Railroad Fair, where one phase of history is expertly taught with every resource at the command of an advertising budget, certainly Mr. MacLeish should be allowed his eloquence in memorializing our forgotten heroes. "Empire Builders," "Wild West," and "Burying Ground by the Ties" can acquaint even the slower children of the actual history of nineteenth century America. Mr. MacLeish's voice is soft and pleasant, and the softness underlines the bitterness of his protest.

W. H. Auden is recorded less satisfactorily in the Council's release than in the Library of Congress', but the poem "In Memory of W. B. Yeats" is a good choice for a teacher who wants to bring out the significance of the poet in the contemporary scene and the international quality of art.

E. E. Cummings's recording for the Council is equal to the one for the Library, and the selection of poems is interesting. The inflection follows the lineation and makes clear the reasons for what otherwise must be viewed as wild eccentricities. The poems emerge as at once puzzled and clear, and the one beginning "Anyone lived in a pretty-how town" could be used with good effect in a discussion of the flexibility of the English language. It could even be tried in the intermediate grades since the childlike logic might well be grasped by younger children when older students would reject it.

NOTES FROM THE FIELD

A Lunchroom Project

VIRGINIA FRAZIER AND NONA MILLS

COLMAN ELEMENTARY SCHOOL

THE bell rings! Two-hundred little people rush for lunch. Approximately seventy-five children who bring lunches scramble for seats in a drab and dull appearing lunchroom, while the others make a jumbled and straggly line. General confusion reigns instead of the quiet which is conducive to good digestion and good humor for the afternoon's work. What would you do to encourage correct use and enjoyment of an hour's pleasant relaxation at meal time? This is what we did.

Our first big task was to put this matter squarely up to the children. For them this was a challenge which they readily and willingly accepted and formed a group which they called social leaders. With a committee from the student council, they met with the Parent Teacher Association and presented their plea for help. A number of women volunteered and a committee was formed. These mothers purchased yards of gay-colored material appropriate for a school lunchroom. For three days they met at night, and eight pairs of lovely, gay curtains were made. More than that, they donated bright-colored potted plants and mats of oilcloth on which to place the pots. All this did much to lend a home-like atmosphere to the lunchroom.

The physical environment improved; the group realized that there was yet more to be accomplished if the attitudes of the pupils were to change and a correct pattern of lunchroom behavior were to be established and maintained. Thus, an assembly was planned whereby the ideal lunchroom behavior was demonstrated by a dramatization. After the playlet, the newly-appointed social leaders gave "pep" talks, asking for the co-operation of all pupils in improving pupil behavior in the lunchroom. These talks were followed by a parade of attractive posters carrying such slogans as:

Don't throw paper on the floor;
Put it in the can beside the door.
Milk is made to taste,
But not to waste.
Bread is made to eat,
Not to trample under your feet.

The program finished, the social leaders proceeded to the lunchroom, completed the decoration of their tables, and, each at a table, stood waiting to receive the children as they entered with gasps of, "Look at the curtains!" "There are flowers on the tables!" "Oh, the social leaders are giving us napkins!" This first day and the days that followed brought peace and order to the once trouble-area of the school.

Realizing that this fine state of affairs could continue only so long as interest in the project could be maintained, we set about contriving means of doing this. As the various holidays occur, the leaders help to plan appropriate decorations for the lunchroom, thus creating an always changing scene. In addition they work out occasional surprises for the children: Easter eggs, Christmas candies, and Hallowe'en favors.

It is plain that we have made very great and lasting gains. Today serenity is in ascendancy. Marked interest in improving table manners, pride in the appearance of the lunchroom, and aesthetic appreciation are shown by the fact that our children are asking for information on manners and proper dining, and questioning choice and value of various seasonal pictures and posters that are hung for their enjoyment.

The bell rings! Two hundred little people calmly and joyfully enter, look around happily, select seats with their friends, and enjoy a quiet and satisfying hour—the result of thoughtful planning and the excellent co-operation of the children.

America's future will be determined by the home and school. The child becomes largely what it is taught, hence we must watch what we teach it and how we live before it.

— Jane Addams

Ebony—A Tour Through Luxury

CHARLOTTE BOREN

PHILLIPS HIGH SCHOOL

WHEN an undertaker takes over, that is one of life's inexorable occurrences; but when a burial establishment gets eased out and glamour and life are instilled into its former somber building that is news worthy of considerable note. *Ebony*, that "slick" Negro magazine situated in a former mortuary, has a physical plant for its offices, editorial and secretarial, which is worthy of a visit from students of all races and various ages.

Among the highlights of the plant at 1820 South Michigan Avenue are (1) The library on the contemporary Negro. As the librarian, Doris Smith, a graduate of Englewood High School, put it, "Others have done the historical." (2) The yellow tile test kitchen which answers by mail and telephone questions pertaining to food preparation and service. Here everything gleams from the newest type major appliances to chrome on the work areas, the pots and pans, the little brown chef mascot, and the freshness of the vegetables we saw about to be prepared. (3) The model dining room with its modern glassware, linens and dishes that match, wall paper and drapes of the exact design and color, floor to ceiling mirror, and sleek lightwood furniture is rightfully "for company only." (4) The employees' dining room, where the help eat at green tables which seat four. It is a cozy affair harmoniously decorated in green and yellow. Here, for forty-eight cents, nourishing lunches are served from the test kitchen. The selling price of the food is less than the cost price, but the publishing company makes up the deficit. (5) The food editor's office which starts with a garden fence at one end and has a deep freeze at the other. (6) The publisher's office with all its good-taste trimmings and conference table "just like in the movies."

There are few Negro enterprises in the entire Midwest which have true significance to the Negro

high school business student. Only at a spot like the *Ebony* plant can he really observe his own as they perform the actual duties of secretary, journalist, typist, receptionist, addressographist, advertiser, and all the other phases which comprise the publishing business. Here it can be done in true luxurious surroundings.

What makes the excursion particularly desirable for Chicago Negroes is that John Johnson, editor and publisher of both *Ebony* and the *Negro Digest*, is a product of the Chicago public schools. He attended the Wendell Phillips High School until it burned down, when he was transferred to the DuSable High School from which he was graduated. At DuSable he was editor of the school paper and recalls that it was called the *Phillipsite*, despite the fact that the Phillips building was not functioning. In other words, Mr. Johnson is a local colored boy who "made good." A product of the Chicago public schools, a Negro who could not pass for white, his success makes a young colored person's dream seem not improbable.

No planned motivating tricks of a teacher could bring such determined, happy, and hopeful expressions as were brought to the faces of our group of young folks when in his magnificent office Mr. Johnson at the close of the tour urged them to put their "all" into their business studies. He told them that the company was not interested in general office workers for there is no dearth of them; that it is difficult to obtain superior secretaries and bookkeepers; and that they are always on the lookout for such employees. He favors the elimination of the trend toward generalization and the fostering of extreme specialization.

For the understanding of racial equality, good business, quality surroundings, and general knowledge, a tour through the *Ebony* plant is worthy of an excursion even by high schools located in the far corners of the city.

.....if America is to realize its own destiny in this world of today, we must understand ourselves, but we must also understand others;...it is not enough for universities today merely to say we are training and teaching the young so that twenty years from now they shall be leaders.

Dwight D. Eisenhower, from "Vital Speeches"

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are James P. Fitzwater, Mary E. Freeman, Beals E. French, Coleman Hewitt, Lillian E. Novotny, Thomas M. Thompson, Joseph J. Urbancek, and Louis A. Wagner

CHARTS

Everyday Electricity. A series of nine 25"x30" wall charts. Obtainable through School Service, Westinghouse Electric Corporation, 306 Fourth Avenue, Pittsburgh 30, Pennsylvania. \$1.00.

This series of nine wall charts illustrates the construction and operation of The Incandescent Lamp, The Electric Toaster, The Electric Motor, The Vacuum Cleaner, The Electric Refrigerator, The Fluorescent Lamp, The Electric Iron, The Electric Percolator, and The Electric Elevator. These charts, available only as a complete set, are unusually informative.

J. J. U.

FILMS

The following films are available to the Chicago Public Schools from the Division of Visual Education. Their selection and purchase is so recent that they do not appear in the latest catalog.

New Ways in Farming. 15 minutes. 16 mm sound. Black and white, \$55. Produced by March of Time Forum Films. The film shows the agricultural methods in use today and the modern trends in agriculture. It should be of interest to classes in general social studies, economics, general science, and botany.

Palestine. 16 minutes. 16 mm sound. Black and white, \$55. Produced by March of Time Forum Films. The film reveals the progress that has thus far been made toward modernization of the Holy Land, and also the problems to be solved and the obstacles to be surmounted before the Jewish people can achieve their objective. Of interest to classes in human relations, economics, geography, and history.

Paris: City of Art. 11 minutes. 16 mm sound. Black and white, \$49; color, \$85. Produced by Simmel-Meservey, Incorporated. The first color interiors of the Louvre, with its famous paintings and sculptures; views of Montmartre artists at work; representative buildings and architecture such as Sacre Coeur, Notre Dame, the Pantheon, Saint Peter's Garden, and the Petit Palais. Of interest to classes in art, history of art and related art courses, French, history, geography, human relations, and literature.

Princeton. 28 minutes. 16 mm sound. Black and white, loan. Produced by Princeton University, Department of Public Relations. A university attempts to interpret its role in American liberal arts education. The efforts of three types of students to realize this role are presented. Shows the beautiful early American setting and traditions of the university. The film should have meaning for students considering attendance at one of America's leading universities. It may be correlated with vocational guidance or teacher training classes.

J. P. F.

Pay to the Order of. 10 minutes. 16 mm sound. Black and white, loan. Produced by Continental Illinois National Bank and Trust Company. Described is the preparation of a bank check, what happens to it after it is offered for the payment of a bill, how it is routed from one bank through a clearing house to another bank, and why checks are an advantageous method of handling the moving of money. Of interest to classes in commercial studies, mathematics, home economics, and economics.

Petersborough Cathedral. 10 minutes. 16 mm sound. Black and white, \$17.50. Produced by Post Pictures Corporation, Symphonies in Stone Series. Scarred by invasion and fire, this cathedral has passed through architectural periods of great interest. From the west door there is an unbroken vista to the altar and the lofty transept. Shown also is the fifteenth century chapel with its fine vaulted roof and famous Monk's stone. Of interest to related art, history, and literature classes.

The following films are produced by Encyclopedia Britannica Films, Inc., Wilmette, Illinois, 1949:

Gas for Home and Industry. 16 mm sound. Black and white. Teacher's guide available. Collaborator: Wilbur L. Beauchamp. This film emphasizes the importance of one of the world's great energy resources, fuel gas. It shows the many ways in which gas is produced, distributed, and used, and depicts the common methods of gas manufacture, the production of bottled gas, and how natural gas reaches the consumer. The problems of conservation and research are then illustrated. Throughout the film the great social and economic significance of fuel gas is emphasized. Usable in junior and senior high schools and with adult groups.

The Nurse. 11 minutes. 16 mm sound. Black and white. Teacher's guide available. Collaborator: Elizabeth S. Bixler. This film shows some of the duties of a nurse in a hospital; that sick people like friendly, helpful care; and that the nurse is an important community helper. In seeing this film the audience shares some of the interesting experiences of Miss Austin, a nurse assigned to the children's ward. Usable for primary and middle grades.

Synthetic Fibers—Nylon and Rayon. 15 minutes. 16 mm sound. Black and white. Collaborator: Malcolm Dole. This film shows the importance of synthetic fibers in modern life. It follows two fibers, rayon and nylon, from the raw materials through to the finished yarn ready to be woven into cloth. The story starts in a laboratory in which a chemist tells two boys how synthetic fibers are made. The overall plan shows the importance of the scientist and his laboratory to everyday living. Usable in primary and middle grades.

Your Voice. 16 mm sound. Black and white. Teacher's guide available. Collaborators: William J. Temple and Delina Roggensack. This film shows the structure and functions involved in the produc-

tion of vocal sounds. It takes up the four elements of voice production: respiration, phonation, resonance, and articulation, and shows how the vocal folds operate. The last sequence portrays the means by which one's voice may be improved. Usable in junior and senior high schools, and adult groups. L. A. W.

Why Punctuate? 16 mm sound. Black and white. Available from Young America Films, Inc., 18 East 41st Street, New York 17, New York. Technical adviser: Hardy R. Finch.

Teachers of upper elementary and junior-senior high school English classes will be particularly interested in this film which employs animation to stimulate an interest in the study of punctuation and to review the basic rules for using the more important punctuation marks. The film stresses the importance of proper punctuation in everyday life, both social and commercial; and discusses the use of the period, exclamation mark, question mark, comma, quotation marks, colon and semicolon. L. E. N.

Adventuring Pups. 16 mm sound. Black and white. Young America Films, Inc., 18 East 41st Street, New York 17, New York.

This one-reel sound film relates the story of three adventuresome beagle puppies who get into trouble at home, then run away and get lost, and finally make their way back home. It is a record of the many things they saw and heard during their adventures, particularly of the other animals they encountered. Since this film is designed to stimulate observation and discussion by the pupil, it is intended particularly for use in science and pre-reading classes. A special preview section which appears on all prints of this film contains a statement of the content and its educational objectives. L. E. N.

FILMSTRIP

Science Series. Black and white. Produced by Films, Inc., 330 West 42nd Street, New York 18, New York.

Nothing but Air is a fine presentation of the fundamental facts about air.

Water in Air tells the story by showing two boys discovering the presence of water in the air by means of observation and experimentation of things encountered in daily life.

What Makes Things Float shows two boys experimenting with various objects immersed in water. They observe that some things float while others sink and then discover the reasons why this is so. B. E. F.

You and Your Mental Abilities. Black and white. Produced by Science Research Associates. Available through Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Illinois.

This filmstrip, following some of the more recent research, provides a pictorial description on the constitution of intelligence. It shows by illustration the practical applications of this knowledge and explains some of the reasons for accomplishment as well as failure. T. M. T.

How to Cook Chicken. 25 minutes. 51 frames. Color. Prepared by the Poultry and Egg National Board. Produced by The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan.

The filmstrip presents in an attractive, interesting manner all the necessary details of five methods of preparing chicken: stewing, braizing, roasting, frying, and barbecuing. Pictures of the types of chicken best suited to each method are included. This filmstrip is suitable for senior high school and college students and for women's clubs. M. E. F.

NUMBER BLOCKS

Teach-A-Number Kit. Available through Jasper Ewing and Sons, 725 Poydras Street, New Orleans 12, Louisiana. Retail price \$3.95.

The thirty blocks of this series consist of 10 ones, 5 twos, 4 threes, 3 fours, 2 fives, 2 sixes, 1 seven, 1 eight, 1 nine, and 1 ten, each in a solid color. All ones are of the same color, all twos of a different color, etcetera, through ten. The base of the blocks are $1\frac{3}{4} \times 1\frac{3}{4}$ ". The height of each varies according to its value; e. g. 2 ones equal the height of one 2; 3 ones or a two and a one equal the height of a three. It is possible to proceed in this manner so that a large number of the combinations may be worked out in addition, subtraction, multiplication, and division. The blocks are durable, of excellent quality, and well-machined. Usable with preschool children and in the kindergarten and primary grades. J. J. U.

WOOD STUDY KIT

Wood Study and Identification Kit. Timber Engineering Company, 1319 Eighteenth Street, N. W., Washington 6, D. C.

This company has developed a wood study kit consisting of fifty-four specimens of important commercial wood, a knife, a 10-power hand lens, and an 84-page manual all packed in a convenient wood box. To aid the student in studying these specimens, a thin section of each is sliced across the end grain enabling him, with the aid of the lens, to note the characteristic of the wood and compare it with the description in the manual. In this way he may, in a short time, come to recognize many of the common woods. C. H.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

CHICAGO CITY JUNIOR COLLEGE — The three branches of the Chicago City Junior College will continue to offer three types of programs to adults in the evening of the 1950-51 school year. These embrace a program of accredited college courses, non-credit adult education courses, and a community forum and concert series.

As planned for the Woodrow Wilson Branch, the 1950-51 Program of Community Forums and Concert Series offers the following:

October 17, 1950

"Can We Promote Better Living and Improved Human Relations?" Dr. Preston Bradley; and the Wilson Music Department.

November 21, 1950

"What Can We Do to Solve the Problem of Juvenile Delinquency?" Judge Robert Jerome Dunne of the Juvenile Court or Mrs. Zenia Goodman, Assistant State Attorney; and the Wilson Music Department.

December 19, 1950

The Seventeenth Annual Christmas Musicale, featuring the Wilson College Choir and the College Orchestra.

February 20, 1951

"Concert—Barber Shop Harmony," the Wilson College Barber Shop Harmony assisted by guest Barber Shop Quartets.

March 20, 1951

"Is the Welfare State a Real Threat to American Democracy?" A discussion featuring Kermit Eby, University of Chicago, negative, and G. Carl Wiegand, Loyola University, affirmative; and the Wilson Music Department.

April 17, 1951

"Are Extra-curricular (college) Activities Essential to a Good College Education?" Short talks by the Director of Activities and representative students followed by exhibits and demonstrations of various activities.

May 17-18, 1951

The Seventeenth Annual Musical Festival, by the Wilson College Choir and Orchestra.

Details for these programs may be obtained from the registrars of the branches: Herzl, 3711 Douglas Boulevard, Chicago 23; Wilson, 6800 South Stewart Avenue, Chicago 21; and Wright, 3400 North Austin Avenue, Chicago 34.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES — The thirtieth Annual Meeting of the National Council for the Social Studies will be held in Minneapolis, Minnesota, November 23-25, 1950. The

Hotel Nicollet will serve as the headquarters hotel and will house the meetings and exhibits.

Mrs. Leone Winner, Maxfield School, St. Paul, is chairman of local arrangements and Myrtle Roberts, first vice-president of the National Council for the Social Studies, Woodrow Wilson High School, Dallas, Texas, is in charge of building the program. Both welcome suggestions as to topics and speakers for the program.

UNIVERSITY OF CHICAGO — The Conference on Arithmetic which has been held at the University of Chicago during the past four summers was not held this summer. Instead, the Department of Education and the Laboratory School will serve as hosts to a meeting of the Illinois Section of the National Council of Teachers of Mathematics to be held on the campus in the autumn. The tentative date for this meeting is October 14, 1950. The conference will be of interest to teachers of mathematics at all levels from primary grades to the college level. Although intended primarily for teachers and administrators in Illinois and neighboring states, persons from greater distances are also cordially invited to participate. For programs and additional information address Professor M. L. Hartung, Judd Hall, University of Chicago, Chicago 37.

UNITED STATES OFFICE OF EDUCATION — The 1949 annual report of the Office of Education, made public recently by the Federal Security Agency, highlights the following statistics on education:

1. Expenditures for all education in the United States, public and private, for the school year 1948-49 are estimated at five-and-one-half billion dollars, compared with slightly more than five billion dollars for the previous year.
2. The average salary of teachers, principals, and supervisors is estimated at \$2,750 for 1948-49 as compared with \$2,254 two years earlier.
3. Expenditures per pupil in average daily attendance is estimated at \$185 for 1948-49 compared with \$152.80 two years earlier.
4. Enrollment in federally-aided vocational classes increased in 1948-49 to an all-time high, slightly above three million dollars.
5. The number of one-teacher schools is estimated at 75,000 in 1948-49 compared with 86,563 in 1945-46 and with 265,474 in 1909-10.
6. During 1948-49 nearly 27,000 foreign students were admitted to institutions of higher education in the United States compared with approximately 21,000 in 1947-48 and 16,000 in 1946-47.

PERIODICALS

EDITED BY GEORGE J. CONNELLY

CHICAGO TEACHERS COLLEGE

"Recent Investigations of Social Learning." By B. Everard Blanchard. *Journal of Educational Research*, March, 1950.

The purpose of this study is to review studies as related to social learning, and to point out some social implications as related to the learning process. In all, fifteen studies are reviewed, representing investigations extending from February, 1947, through January, 1949. Included in the fifteen studies is an investigation using the Thematic Apperception Test to study the culture-personality interaction of some 1,000 Indian children on reservations.

Specific findings of these studies would appear to be beyond the scope of a brief review. However, the social implications of the study are as follows: (1) The teacher should become concerned with problems of the individual and the group by the use of a variety of techniques for identifying problems and acquiring skills in working toward their solution; (2) planned and incidental experiences should be utilized by the teacher to alleviate problems and thus increase the efficiency of learning; (3) a careful study should be made to ascertain just what are the most desirable experiences in this area, and how they may best be presented to students; (4) class atmosphere, personal-social relations, careful motivation, respect for the individual's "total personality, and an increased recognition of individual differences may assist in studying new areas to be experienced and skills to be acquired."

"Junior College Mathematics in View of the President's Report." By Houston T. Karnes. *The Mathematics Teacher*, April, 1950.

According to the Report of the President's Commission on Higher Education, there will be about 2,500,000 enrolled in junior colleges in 1960. One realizes the significance of this figure as he considers the fact that in 1947 there were only about 2,354,000 students in all colleges.

Immediately upon realizing the foregoing, one can envisage major problems beginning to assert themselves. More junior colleges will have to be built and/or present facilities enlarged, more teachers will have to be procured, and the curriculum will have to be expanded.

Mr. Karnes makes a number of recommendations which are especially vital to the junior college staffs and administrators of the country. Two very pertinent recommendations for people in the field of junior college mathematics are (1) modify

the mathematics curriculum so that it serves the needs of the terminal as well as the senior college preparatory students, and (2) recruit mathematics teachers from the ranks of those preparing to be teachers rather than research workers.

"Improving the Reliability of a Teacher-Made Test." By Earl Foreman. *School Review*, May, 1950.

This article is a report of the construction, administration, and analysis of a test in which procedures are described for achieving evaluation of a child's ability, skill, or knowledge within the area of literature-comprehension. Special attention is given to the problem of properly wording directions for test items and gauging the degree of difficulty of words and phrases to a given grade level.

The classroom teacher of English literature in particular should find this article helpful. However, it has considerable value for any teacher who is concerned about the validity and reliability of the tests which she constructs.

"Principles of Purchasing." By Thomas Diamond. *School Shop*. April, 1950.

One definition of a principle is that it is a proposition so adequately tested by practice or experience that it may be set forth as a guide for future action. With this definition in mind one can safely say that Mr. Diamond has set forth a number of significant principles of purchasing for the shop teacher. For example (1) before you purchase materials and equipment, examine carefully the curricular implications of the objectives of the course you teach; (2) keep in mind the purpose and maturity of the students who will use your shop facilities; (3) have definitely in mind the maximum number of students who can use your equipment at one time; (4) reconcile the amount of money in the budget in terms of a priority whereby what is urgently needed will be purchased first, with items of lesser importance being purchased if and when funds are available.

"The Jones Story." By Gerald O'Neill. *Illinois Vocational Progress*, February, 1950.

This is an article which should be read by anyone who doubts that it is possible to train students to a high level of competency in office techniques and skills within the four years usually thought of as the high school years. Too frequently it has been taken for granted that the specialized

training required for employment in an office must be received after graduation from high school.

Jones Commercial School, the vocational commercial school operated by the Board of Education of Chicago, accepts high school students at the beginning of the third year and gives them a two-year intensive training program. Special training is offered in the fields of stenography, calculating machine operation, bookkeeping, book-keeping machine operation, and general clerical work. Courses are also given in a number of the cultural and broadening academic areas. Close liason with the potential employers of Jones' graduates insures the fact that the proficiency requirements of these employers become the minimum achievement standards expected of the students upon graduation from Jones.

The Jones faculty, aware of the fact that great numbers of employees fail because of personality deficiencies, put great store by the development of desirable personality traits in their students. These traits, coupled with a high order of proficiency in office techniques and practices, have tended to result in the very wholesome situation that Jones' graduates are in demand and are successful on the job.

"Do Our Schools Attempt to Do Too Much?" By Edgar W. Knight. *School Management*, May, 1950.

The need is urgent that "parents and the home and family become more fully aware than they are now of their own educational responsibilities" is one of the points made by Professor Knight in this interesting article. It is evident, he says, that, as the school teacher expands her role to that of physician; nurse; lawyer; clergyman; banker; fireman; census taker; tax lister; uplifter; propagandist; specialist on soil erosion, cattle tick, hog cholera, auto driving, the tariff, unemployment, and international relations, it becomes increasingly difficult for her to exercise her primary function, the training of minds, and the dissemination of knowledge.

Certainly Mr. Knight's comments merit reflection at least for a moment in this epoch in which the school is endeavoring to fill the gaps caused by the failures of other educational agencies in society.

"School-Community Relations: A Report on a Poll of Sixty-seven Educators." By Paul W. Coons. *Social Education*, May, 1950.

This is a splendid analysis of the status of school-community relations throughout the nation. Thirty-three administrators and supervisors, and thirty-four classroom teachers were involved in this report as respondents to questionnaires.

An analysis of the respondents' comments indicates that the following conditions are character-

istic of flourishing school-community relations in any given locale:

1. The school is considered a social agency whose responsibilities reach far beyond the classroom.
2. The community recognizes the fact that it has an obligation to assist in vitalizing the classroom program.
3. The relationships between leaders of the school and other community activities is one of give-and-take.
4. There is careful deliberation by the faculty as to how to develop close relations with civic affairs.
5. Exploration of the community by the pupils is considered an integral part of the educational program.
6. The school schedule is kept flexible so that trips, interviews, and the like may be programmed.
7. The general public understands and encourages the school-community approach as a means of breaking down the "barriers which have long separated not only the ivory tower but also the public classroom from the economic, political, and social life of the world."

"A College Class Explores the Meaning of Group Process!" By Helen McGaughey. *The Teachers College Journal*, January-February, 1950.

This is a compilation of the reactions of a college graduate class in the Group Process Methods, directed by Margaret Lindsey, coordinator of Teacher Education, Indiana State Teachers College.

Any educator who has tried to undertake the group process, the very essence of living democracy, has doubtless found that his efforts were often fraught with frustration. For the usual students, who have come up through the traditional school, tend to put the group leader in a "status position of authority and to give preferential consideration" to what they assume she desires or expects. The end result is that group participation is difficult to elicit because group members tend to expect the leader to show the way, and tell what she wants group members to do.

Miss McGaughey's contribution fills a gap in a vital area. It points out just what is necessary to get the group process underway, how to make individual group members feel worthwhile, how to begin group planning, and how to keep the individual group working once it has begun to operate.

Certain key points merit highlighting at this point. First, the individuals in the group should all be recognized as intrinsically worthwhile. Second, a permissive climate is crucial to the success of the group process. Third, the group must be problem centered. Fourth, frequent review and revision of group plans are essential if attention is to be kept focused on the proper direction in which the group is to move.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

Contributors to this section are Florence C. Ballenger, Alice C. Baum, Bailey Bishop, Fred K. Branom, Gertrude Byrne, Joseph Chada, Eve K. Clarke, Mary E. Courtenay, Ruth H. Dennis, Henrietta H. Fernitz, Frances H. Ferrell, Henry G. Geilen, Raoul R. Haas, Mabel G. Hemington, Emily M. Hilsabeck, Claudia Jackson, Louise M. Jacobs, David Kopel, Joseph Kripner, Maurice H. Krout, Butler Laughlin, Marion Lourien, Viola M. Lynch, Elizabeth G. Masterton, Richard C. McVey, Charles R. Monroe, Louis V. Newkirk, Teresa O'Sullivan, Blanche B. Paulson, Clarence W. Peterson, Dorothy V. Phipps, Dorothy F. Roberts, Louise C. Robinson, George J. Steiner, Marie Ploog Tieleman, Oscar Walchirk, and Elizabeth J. Wilson.

FOR TEACHERS AND SUPERVISORS

Local Community Fact Book of Chicago. Edited by Louis Wirth and Eleanor H. Bernert. Chicago: The University of Chicago Press, 1949. Pp. 150. \$2.50.

This volume offers in remarkably "concise and comparable form the available objective facts" about each of the seventy-five differentiated areas which comprise the city of Chicago. Presented in tabular and graphic form, the data are based on the 1940 census. Despite its obvious limitation in not reflecting many important changes occurring during and following the war years, the book will be extremely useful to many persons and community agencies. Practically any teacher can add significant and unique information to his understanding of the community in which he works and lives by an hour's perusal of the pertinent pages of this book.

D. K.

The Story of Language. By Mario Pei. Philadelphia: Lippincott and Company, 1949. Pp. 493. \$5.00.

This book by a distinguished Columbia University professor reads like a transcript of lectures. It is deep and it is vast; yet it is simple and easy to read. Starting with the history of communication mechanisms, it goes on to discuss words as vehicles of thought, the relation of superstition to language, intolerance and language, language and science. The modern spoken tongues are then deftly handled under an eight-fold classification. The last section, "Problems in Language Learning," is of great value to teachers. The author treats language problems from a new point of view.

M. H. K.

Personality and Youth. By Louis P. Thorpe. Dubuque: William C. Brown Company, 1950. Pp. 378. \$3.00.

This book interprets personality as a matter of popularity and moral conduct rather than self-realization and self-responsibility. While the author is undoubtedly motivated by the desire to help young people to lead healthful, useful lives he succeeds only in being shallow and exhortatory. Some expressions, such as "nervous people" for neurotics, are not wisely chosen and his chapters on religion, by their omissions and emphasis, might offend non-Christians.

B. B. P.

The American College. Edited by P. F. Valentine. New York: Philosophical Library, 1949. Pp. 575. \$10.00.

Sixteen writers contributed to this symposium on major issues in higher education. The book not only analyzes central problems in this field, but also describes recommended current practice relating to the selection of students, curricular offering and "extra-curricular" services, and the structural organization of colleges and universities in the United States.

D. K.

Childhood and After. By Susan Isaacs. New York: International Universities Press, 1949. Pp. 245. \$4.50.

This is a collection of excellent essays published by a well-known child analyst recently retired from London University. It follows the line of thought popularized by Melaine Klein, another British leader in child analysis. Among topics treated are privation and guilt, defiance, temper tantrums, and schizoid reactions of children. Underlying mechanisms are given in a somewhat non-technical style, and evidence is offered on how the child's ego structure can be modified through psychological treatment. Teachers will find many valuable hints in this book.

M. H. K.

The Theory and Practice of Teaching. By Ernest E. Bayles. New York: Harper and Brothers, 1950. Pp. 362. \$3.00.

Here is a stimulating treatment for teachers and prospective teachers of basic principles and sound current practices in teaching. The first half of the book is devoted to the educational implications of a democratic social philosophy and of an organismic psychology; the other half contains illustrative units of study at the elementary, high school, and college levels.

D. K.

Children in Conflict. By Madeleine L. Rambert. New York: International Universities Press, 1949. Pp. 214. \$3.25.

A European analyst, after twelve years of study, ventures to present a systematic point of view on the psychoanalysis of children. She introduces the reader to the technique of preliminary examination, and follows through with the three stages of treatment: (1) exteriorization of conflict through play, (2) conscious realization and liquidation of conflicts, and (3) re-education at the end of an analysis. The handling of special problems, such as transference and aggression, is discussed at the end.

M. H. K.

Methods and Materials in Elementary Physical Education. By Edwina Jones, Edna Morgan, and Gladys Stevens. Yonkers-on-Hudson: World Book Company, 1950. Pp. 258.

This is an interesting presentation of a physical education program for children from kindergarten through sixth grade, developed through the characteristics of each age group. Analysis of the skills which may be expected of the age group is followed by carefully selected and clearly described materials, such as fundamental skills, stunts, games, and dances. The fundamental skills might well be set up as standards in a testing program. Both teachers and major students will find this a valuable addition to their libraries.

G. B.

Principles and Methods of Guidance for Teachers. Revised Edition. By Clarence C. Dunsmoor and Leonard M. Miller. Scranton: International Textbook Company, 1949. Pp. 399.

This excellent, readable book, a revised and enlarged edition of an earlier work, discusses particulars as well as general fundamentals of an effective guidance program. Much needed attention is given to the place and work of the teacher as counselor. Administrators, teachers, and counselors will find it practical in its analysis of administrative details and helpful in solving counseling problems. While the authors remember the child always, the school personnel has not been forgotten.

B. B. P.

Authoritarianism and the Individual. By Harold Metz and Charles Thompson. Washington, D. C.: The Brookings Institution, 1950. Pp. 371. \$3.50.

Here is a lucid and comprehensive study of the fundamental dichotomy over which the whole world is deeply torn—authority and freedom. The values, principles, and practices of authoritarianism and of individualism are examined and compared as manifest in medieval and modern life. Its wide scope, logical organization, directness of style, and adequacy of summation constitute a noteworthy addition to the literature on ideological issues.

C. W. P.

Teacher Counseling. By Dugald S. Arbuckle. Cambridge: Addison-Wesley Press, Inc., 1950. Pp. 178. \$3.50.

In sketching the attributes of the "new" teacher, who is enlightened in regard to counseling and particularly the non-directive technique rather than young in age or experience, the author has challenged all teachers to re-think their tactics and purposes in the counseling opportunities they frequently have. The many excerpts from the counseling typical of "old" teachers are offered with concrete suggestions for improvement. The book has much to offer all teachers.

B. B. P.

Your Child Makes Sense. A Guidebook for Parents. By Edith Buxbaum. New York: International Universities Press, 1949. Pp. 204. \$3.25.

This book begins with the physical development of the child, as seen by a physician, and continues with the psycho-social development of the child, as seen by an analyst. The topics considered are not intended to present a system of some kind, but rather to purvey essential information of an authoritative kind to parents. Among the 127 separate topics discussed, we find: "Adventures in Eating," "Why Talk?" "Cursing and Swearing," "Why Do Children Continue to Disobey?" "Sex Play Among Children," and "How Much Allow or Forbid." A teacher could read through this book in three or four hours. The practical information gained, if only on a few topics, will easily compensate the teacher for the cost and effort involved.

M. H. K.

Proust's Way. By Francois Maurice. Translated from the French by Elsie Pell. New York: Philosophical Library, 1950. Pp. 105. \$3.00.

This evaluation by Francois Maurice, a French writer skilled in the subtleties of psychological analysis, is illuminating to a reader already familiar with Proust's work. Maurice writes with respect of the scope of *Remembrance of Things Past*, with admiration of Proust's devotion to his self-appointed tasks, but with the regret of the emptiness of literature which recognizes no spiritual values. The translation is excellent. D. F. R.

Kinesiology. By Katherine Wells. Philadelphia: W. B. Saunders Company, 1950. Pp. 478.

This is a text to inspire greater interest in the student of kinesiology because of its functional approach. The materials are clearly defined and well illustrated; the

"demonstrations and laboratory exercises" accompanying the chapters are challenging. The third and fourth sections are invaluable in the analyses and practical application of the information.

G. B.

Dances and Stories of the American Indian. By Bernard S. Mason. New York: A. S. Barnes and Company, 1950. Pp. 269. \$5.00.

For the teacher who has wished for clearly analyzed, well described, authentic Indian dances, this text is a complete answer. The descriptions are story-like in their presentation and are beautifully illustrated. Basic steps are given, a variety of dances is described, and in a section, "Staging the Dances," programs are suggested. Costuming, make-up, and equipment are discussed as are accompaniments for each of the dances. The few musical scores for the songs are included.

G. B.

Secondary Education: Principles and Practices. By William M. Alexander and J. Galen Saylor. New York: Rinehart and Company, 1950. Pp. 536. \$4.00.

The authors have collected a large body of material, which has grown up over the past two decades, illustrative of the direction in which education is tending. The most important parts of the book will be found in the following topics: The Purpose of Education; The Support of Education; A General Education Program; A Core Curriculum and Guidance. Each of these topics has been developed in terms of a modern school program; newer topics such as General Education have been treated rather extensively. The authors bring to this field a fresh point of view developed in terms of modern thinking which should be of value to students in the process of training for secondary teachers as well as to experienced teachers.

B. L.

Classroom Techniques In Improving Reading. Edited by William S. Gray. Chicago: The University of Chicago Press, 1949. Pp. 246. \$2.75.

The statement that reading is not an actuality until the printed word has given a "full message" to the reader and has in turn been re-proclaimed by him starts this monograph off on a diligent search for classroom procedures designed to promote maximum growth in and through reading. Techniques for improving ability to interpret what is read are listed for various levels of development; vocabulary development is stressed, along with techniques to deal with word difficulties; approaches to literature and readings in the content fields are enumerated; needs of retarded and accelerated readers are characterized; and suggestions made for facilitating better classroom use of reading materials. Whether you are a teacher of reading or not, you will find the problems faced in this conference similar to those involved in all learning.

M. P. T.

Camp Counseling. By A. Viola Mitchell and Ida B. Crawford. Philadelphia: W. B. Saunders Company, 1950. Pp. 388. \$4.25.

This is a most interesting book on camp counseling. It contains a wealth of material; additional readings are listed at the end of each chapter in case the reader wishes to pursue any topic further. Because of its completeness, it would be very useful to a camp counselor or to someone taking or conducting a course in camp leadership. There are sections on the counselor and his job, camp activities, and campcraft and woodcraft. Each chapter begins with a short appropriate poem, and the many diagrams and amusing sketches aid in making the explanations clear.

L. C. R.

The Aesthetic Theories of French Artists. By Charles E. Gauss. Baltimore: The John Hopkins Press, 1949. Pp. 108. \$3.00.

The author has crowded a great deal of substance into this little volume. Its ideas are expressed in simple

language with considerable precision and clarity, which makes it useful to the layman as well as the specialist. On the basis of its scholarship, it easily takes its place among the books that should be read by anyone who has a serious interest in ideas in general, or in art in particular.

H. G. G.

Counseling and Discipline. By E. G. Williamson and J. D. Foley. New York: McGraw-Hill Book Company, 1949. Pp. 387. \$3.75.

An informative book for the high school and college student personnel worker who deals with various types of disciplinary problems—problems which the authors feel are often neglected. In an interesting appendix, the authors describe methods and techniques used in disciplinary counseling at the University of Minnesota.

O. W.

English Is Our Language, 1-6. By Ruth Strickland, Edna Sterling, Hannah Lindahl, Katherine Koch, Mabel Rice, Ethel Leafgreen. Boston: D. C. Heath and Com-

pany, 1950. Grades 1, 2, and 4, \$1.60; Grade 3, \$1.48; Grade 5, \$1.68; Grade 6, \$1.76. Workbooks for grades 3, 4, 5, and 6, 56 cents.

This series of texts, centered around the real life experiences and everyday activities of children in grades one to six, does much to integrate all language activities with art, science, social studies, music, and other school subjects. Obvious provisions are made for a sequential development of needed language abilities and skills. The functional approach is sought in preference to the traditional, isolated language assignment in both oral and written activities. Nor are creative aspects of the language program overlooked, since there is ample opportunity for developing spontaneity and individuality of expression and sensitivity to beauty of language. The authors are keenly aware of the characteristics of child growth and they keep the teacher correspondingly alert to changing language needs. Abundant helps and suggestions for using these books are supplied in the accompanying guide and workbooks.

M. P. T.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Man's Great Adventure. Revised Edition. By Edwin W. Pahlow and Raymond P. Stearns. Boston: Ginn and Company, 1949. Pp. 856. \$3.76.

This revised edition of an older text for high schools brings the history of the world up to 1949. It seeks to present a unit study based on historical epochs and their subdivisions. The stress is on the nineteenth and twentieth centuries, emphasizing the role and effect of the French Revolution, Industrial Revolution, the age of science, and the recent and contemporary progress of the arts and humanities. In the field of high school textbooks on world history Pahlow's stands high not only for the clearness of its style and logical presentation but also for its graphs, illustrations, several of them two-page colored ones, chronological charts, and study aids.

J. C.

A History of Our Country. By David Saville Mussey. Boston: Ginn and Company, 1950. Pp. 640. \$3.48.

Presented in nine units, arranged in chronological sequence with a double-paged verbal and pictorial preview of each, this attractive history of our country is overflowing with visual aids which appeal to one's sense of aesthetic beauty, give life to the abstract, and stimulate thought. Excellent are the study aids, particularly the "Then and Now" column which brings the history home to each student. Sixty-two maps are included.

F. H. F.

Basic Composition: Book One. By Philip Burnham. Chicago: Scott, Foresman and Company, 1949. Pp. 450. \$2.20.

What fundamentals are worth teaching? Those that improve speaking and writing. How can they best be taught? By an integrated composition program. Thirty units for a year of Freshman work follow this pattern: a section on grammar; a related one on improving sentences; then sections on punctuation, spelling, usage, culminating in well-planned composition, oral or written, in which there is direct application of learning products. Twenty ways of giving variety to sentences should eliminate the "baby-sentence" and "run-on" once and for all. Illustrated.

M. L.

Business Communication. By E. C. Marston et al. New York: Macmillan Company, 1949. Pp. 537. \$4.50.

The authors cover the usual letters in one chapter, but devote five to reports and internal operation material. The section on graphic communication necessarily discusses statistics and mathematics, but keeps the emphasis on communication. The third part, oral com-

munication, is noteworthy for its analysis of audience standards and of the situations requiring oral communication. This textbook would be useful for the in-service training of adults; it is not for the dull or immature student.

F. C. B.

World History. By Wallace E. Caldwell and Edward H. Morrill. Maps by Erwin Raisz. Chicago: Benjamin H. Sanborn and Company, 1949. Pp. 870. \$3.96.

Here is a factual presentation of the story of the world from its dim beginnings to its atomic present, a full, accurate, traditional account. The young reader finds, however, too little invitation to indulge his imagination, to relive the glittering past, or embrace the dynamic present. There is, instead, an implied command to learn historical facts of undoubted value. The student finds a helpful summary at the conclusion of each chapter and a stimulating page, "questions you should be able to answer." An abundance of good maps and charts enhance the text; the pictures and illustrations which enliven the pages are excellent.

M. E. C.

Famous American Athletes of Today. By Frank Waldman. Boston: L. C. Page and Company, 1949. Pp. 352. \$3.00.

A rather interesting book for students as well as teachers in any field in education. The trials, tribulations, successes, and failures of fourteen "famous American athletes of today" are clearly and vividly related. Numerous incidents and displays of good sportsmanship should make this book, the eleventh of a series, good reading material for any age group. In Chapter XII the author gives an excellent report of the "1948 Olympics," which were held in London.

J. K.

Rodeo. Written and illustrated by Glen Rounds. New York: Holiday House, 1949. Pp. 157. \$2.25.

The author's breezy Western style makes this non-fiction interesting; and his "on-the-scene" sketches augment this interest. After defining a rodeo and telling how this type of Western entertainment began, Mr. Rounds treats its phases. Among these are Saddle Bronc Riding, Bareback Bronc Riding, Trick Ropers and Riders, Steer Wrestling, Boys' Calf Riding, Cutting Horse Contest; and, finally, When It's All Over. The Glossary has the fitting caption, In Other Words, and is interesting as well as informative. For twelve years and up.

E. M. H.

Industrial Arts Woodworking. By John L. Feirer. Peoria: Charles A. Bennett Company, Inc., 1950. Pp. 294. \$2.60.

This is a basic elementary woodworking pupil text well illustrated with photographs and line drawings. Considerable emphasis is placed on hand and machine woodworking processes, and on the necessity for safety in handling tools and machines. Section XII is devoted to wood and wood products; Section XIII gives the working drawings and photographs of a wide variety of woodworking projects. The book, as the name implies, is designed for use in woodworking classes where the emphasis is on general education. L. V. N.

The Teaching of High School English. By J. N. Hook. New York: The Ronald Press Company, 1950. Pp. 466. \$4.00.

Designed as a text with provocative questions ending each chapter, this is also an informative reference book and refresher for all English teachers. In engrossing discussions and "Idea Boxes," Dr. Hook explains the underlying philosophy and directs to useful materials and recent reports of hundreds of workable activities. Several chapters deal with the personality and responsibilities of teachers. The rest considers aspects of teaching English from "How to Grow Sentences" to "Allowing Literature to Live." A. C. B.

106 Success Opportunities. By the Arco Editorial Board. New York: Arco Publishing Company, 1949. Pp. 394. \$2.50.

According to the publishers, this book is based on United States Government research, but identifying data are lacking. The unknown writers have included many illuminating and practical details concerning the duties, qualifications, training, and outlook for each worker. Informational references are included as well as lists of related jobs. The second-person style is simple but unpolished. The many allusions to military occupational experience would be more meaningful to veterans than to young people. B. B. P.

Webster's Geographical Dictionary. Springfield, Massachusetts: G. and C. Merriman Company, 1949. Pp. 1293. \$8.50.

This very useful and informative book contains more than 40,000 geographical names of places throughout the world. For example, all incorporated villages, towns, and cities in the United States and Canada with 1,500 or more population are listed. The pronunciation and certain facts of interest are given about each place. There are also tables of statistics and many maps. Even map projections are illustrated. F. K. B.

The Lees of Arlington. By Marguerite Vance. Illustrated by Nedda Walker. New York: E. P. Dutton and Company, Inc., 1949. Pp. 160. \$2.50.

In this beautifully written biography of the revered Confederate General and the great grand-daughter of Martha Washington, we get a more human understanding of the lives of these historical personages. Throughout the story General Lee is portrayed as a noble man as well as a great soldier; a fine balance is maintained between his devotion and love for his family and his loyalty to his country and to the cause of the Civil War. A wholesomely written historical romance which should appeal to the teenager. L. M. J.

Stories for Youth. Edited by A. H. Lass and Arnold Horowitz. New York: Harper and Brothers, 1950. Pp. 374. \$1.96.

Twenty-four readable and thought-inspiring stories are assembled under three themes: What We Live By, Issues Confronting Us, and About People. The stories illuminate values that determine decisions, answers to social and economic problems, and reactions to human

relations—perplexing experiences that young people meet and must solve.

Questions, almost too many, focus attention on crucial details and pertinent conclusions. They also help readers clarify and cope with their own trivial and momentous conflicts. A. C. B.

The Greatest Victory and Other Baseball Stories. By Frank O'Rourke. New York: A. B. Barnes and Company, 1950. Pp. 206. \$2.50.

In the twelve short baseball stories, four of which have appeared in the *Saturday Evening Post*, the great spirit of America's favorite sport is reflected in the players' loyalty and their will to win. This is good baseball fiction and will please any diamond fan. E. J. W.

The Team. By Frank O'Rourke. New York: A. S. Barnes and Company, 1949. Pp. 237. \$2.50.

This fictionalized report of the Philadelphia Phillies portrays the big and little things that constitute a great season in baseball for the Quaker City Quakers. Although the thread of the story is thin, the author has given the scenes and characters a "full color" and true-to-life quality. *The Team* will please both young and old sports enthusiasts. E. J. W.

American State Government and Administration. By Austin F. MacDonald. New York: Thomas Y. Crowell Company, 1950. Pp. 722.

This fourth edition of a college text continues to be a leader in its field. Every chapter is revised in keeping with current developments and viewpoints. Its frank and objective treatment of many controversial social issues, such as public medicine, is most commendable. These stimulating analyses of current problems presented concisely ought to make this text an attractive one for classroom use. C. R. M.

Nancy Goes to College. By Helene Laird. Cleveland: The World Publishing Company, 1950. Pp. 223. \$2.00.

The author of this charming book has woven the elements of mature womanhood and information about college life into a narrative that reads like a novel about the girl next door. The characters are well developed; the setting is authentic; the theme is clear but never blatant. The excellent chapter on sex which is casually and naturally introduced is alone worth the price of the book. B. B. P.

Personality and Etiquette. By Lillian N. Reid. Boston: D. C. Heath and Company, 1950. Pp. 296. \$2.00.

For young people who are always responsive to presentations of accepted social customs, this book contains a wealth of practical material. In informal style, the book attempts to state what the proper customs are and also tries to provide the learner with written exercises and planned activities in order that assurance may come with continued practice.

Having as its basic purpose the building of a pleasing personality, *Personality and Etiquette* analyzes every form of correct conduct as set by social usage and shows how confidence through knowledge may help young people to be cordial and to overcome feelings of inferiority. The book should prove of equal interest to boys and to girls. T. O'S.

Gabriella. By Nancy Hartwell. Illustrated by Jane Castle. New York: Henry Holt and Company, 1949. Pp. 244. \$2.50.

After roaming over the world with her journalist father, Gabriella expects to have a dull year visiting her aunt in an historic old house in Pennsylvania. Her adjustment to a different life, and a changing concept of

enduring values in her personal relationships make this an excellent love story for young people. Although the author has stacked the cards in favor of her heroine—Gabiella is a paragon of accomplishments—there is a friendly, sparkling quality to the book that gives it charm and readability. E. K. C.

Black Falcon. By Armstrong Sperry. New York: John C. Winston Publishing Company, 1949. Pp. 218. \$2.50.

A rousing adventure story of New Orleans in 1814, when our country was at war with England. Wade Thayer, serving on a merchant ship, is captured by the British after an exciting sea battle. Escaping by jumping overboard, he swims to shore and finds himself at the bayou hide-out of the famous privateer, Jean LaFitte, known as the "Black Falcon." Convinced of LaFitte's loyalty to the American cause, Wade persuades General Andrew Jackson to use the outlaws in the Battle of New Orleans. Good exciting history, with sympathetic and colorful characterizations of famous people. E. K. C.

Learning Our Language. By Thomas F. Dunn, Charles A. Ranous, and Harold B. Allen. New York: The Ronald Press Company, 1950. Pp. 494. \$3.25.

An outgrowth of the freshman English program at Drake University, this text presents a core of linguistic information common to speaking, writing, listening, or reading. The authors stress the knowledge of how people should behave linguistically in terms of meaning and usage, of the thinking process, and of organization and selections of materials in types of communication demanded by specific situations. This text leans heavily toward the linguistic from a practical, theoretical, and historical view. It is valuable as a required reference book in freshman communication courses. G. J. S.

General Speech: An Introduction. By A. Craig Baird and Franklin H. Knower. New York: McGraw-Hill Book Company, Inc., 1949. Pp. 500. \$3.50.

Planned for college students who intend to take only one course in speech, this text emphasizes the techniques most functional in everyday life. Well organized, thorough, and up-to-date, the book includes the newer aspects of communication, such as discussional speaking and critical listening. A very helpful feature is the interesting and well formulated exercises and projects at the end of each chapter. This readable text is enhanced by appropriate and timely pictures, which include prominent world-figures in actual speaking situations. Recommended for college communication courses. L. M. J.

Writing with a Purpose. By James M. McCrimmon. Boston: Houghton Mifflin Company, 1950. Pp. 624. \$3.25.

A functional text in college composition organized on the basis of "purpose" or utility. It is designed to make the student understand the value of theme writing in relation to the writing process in everyday communication. This theme is developed through each of the

five general sections: writing process, diction, grammar and syntax, special assignments, and usage. The text includes a bibliography, a summary, and exercises for each chapter. A definite contribution to the field at a time when communication is a mooted topic. S. F. D.

Sawdust in His Shoes. By Eloise Jarvis McGraw. Illustrations by Pers Crowell. New York: Coward-McCann, Inc., 1950. Pp. 248. \$2.50.

Joe Lang, circus-born and reared, disliked gillies (non-circus people), but his father's sudden death and the court's refusal to give him into custody of Mo Shapely, the clown, are the means of thrusting him into the life of the Dawson family. His treatment here causes him to overcome his prejudice against gillies; his experiences teach him self-discipline, love, and loyalty. This first novel deserves to be a Junior Literary Guild Selection because it is well-written, contains drama and suspense, and demonstrates how a young person may win his goal if he has courage and determination. For age twelve and up. E. M. H.

Davey Logan, Interne. By Henry Gregor Felsen. New York: E. P. Dutton and Company, 1950. Pp. 191. \$2.50.

Mrs. Logan's untimely death strengthened her son's determination to become a country doctor. Davey's quick temper and stubbornness nearly caused his dismissal during his internship. Although Doctor Janet Field helped him to overcome his weakness, their romance seems contrived. This is not an outstanding career story but can serve to awaken interest in the medical profession. E. J. W.

Gridiron Courage. By Everett E. Alton. Illustrated by Bob Meyers. Chicago: Wilcox and Follett Company, 1949. Pp. 236. \$2.50.

This excellent story contains all the excitement which prevails when rival colleges play football. Furthermore, the plays portrayed are based on those which the author has used in his work as athletic director. However, the novel is primarily concerned in presenting the problems which the new coach at Kimball College, Sand Morrison, faced when he determined to teach his team that victories are won through a mastery of fundamentals, thorough practice, and concerted team work. He discovered also that in addition to gaining the respect of his students, he needed to win their liking too. For high school and beginning college students. E. M. H.

Gypsy Melody. By Chesley Kahmann. New York: Random House, 1949. Pp. 313. \$2.50.

Reni's struggle to be forever a Gypsy and to ignore the Gajos, non-Gypsies, is defeated by her new Gajos friends who recognize and pay tribute to her musical compositions. Her final acceptance and understanding of the Gajos resolves the quarrel between Reni and Kashi, her Gypsy sweetheart. The colorful and romantic Gypsy life—traveling in covered wagons, fortune telling, campfire scenes, and the wail of the violin playing Gypsy songs—is vividly portrayed for the teen-age readers. E. J. W.

FOR YOUNGER CHILDREN

Fairy Books. Collected and edited by Andrew Lang. New York: Longmans, Green and Company.

Andrew Lang made a great contribution to literature for children when he collected fairy stories from the four corners of the earth; these stories have been preserved for the past fifty years in the Fairy Books of many colors. In this atomic age we have not outgrown the love for folk literature, which can do so much to bring understanding and good will among the peoples of the earth. The publishers have, therefore, done a real service in revising the content, using clearer type, devising

an attractive format, and illustrating with pictures by present-day artists.

Blue Fairy Book. Illustrated by Ben Kutcher, 1948. Pp. 372. \$2.00. The tales in this volume are the old favorites taken from Perrault, Madame d'Aulnoy, and Grimm.

Green Fairy Book. Illustrated by Dorothy Lake Gregory, 1948. Pp. 355. \$2.00. This collection contains a variety of stories; some are from the Grimm

Brothers; others from Chinese, Spanish, and Russian folk literature. Some of the better known ones of this collection are *The Three Bears*, *The Half-Chick*, *Little One-Eye*, *Little Two-Eyes*, and *Little Three-Eyes*.

Olive Fairy Book. Illustrated by Anne Vaughan, 1949. Pp. 236. \$2.50. These stories are of interest because they bring with them a touch of the Eastern philosophy and insight into the oldest of our civilizations. Most of the tales come from India; others are from Turkey; Arabia, Armenia, and the Sudan, and most are to be found in no other source.

Orange Fairy Book. Illustrated by Christine Price, 1949. Pp. 232. \$2.50. This popular volume, which contains so many stories eminently suitable for storytelling, is indebted to the British Isles and Spain for the greater part of its contents.

Today these books, in addition to presenting satisfying stories, contribute to our understanding of different cultures, so important in seeking world peace.

Other books of the series, previously reviewed, are *Crimson Fairy Book*, *Violet Fairy Book*, and *Rose Fairy Book*. L. M. J.

Once in the First Times. Retold by Elizabeth Hough Sechrist. Illustrated by John Sheppard. Philadelphia: Macrae Smith Company, 1949. Pp. 215. \$2.50.

For the first time folktales of the Philippine Islands have been collected and retold for younger children. In the first half of the book, the legends and myths deal with the coming of the first people to the islands; the second half reflects the Spanish and American influences. An excellent collection worthy of a place beside the better known European and American folk literature. L. M. J.

Bartholomew and the Oobleck. By Theodore Seuss. New York: Random House, 1949. Pp. 46. \$2.00.

Once again the hero of the 500 hats, Bartholomew Cubbins, figures in a tale of hilarious nonsense which will sweep the primary department with chuckles, gurgles, and gales of laughter. In response to the unreasonable king's demand that his magicians compel the heavens to yield a new element, neither sun, nor rain, nor fog, the startled monarch finds his kingdom deluged with a downfall of a goo, Oobleck, in which he and his subjects are firmly stuck to each other and their surroundings. Then comes little Bartholomew to the rescue. The clear, large pencil pictures, full of humor and imagination, are an integral part of the text. M. E. C.

Gypsy Luck. By Chesly Kahmann. Illustrated by Julian Brazelton. Jacket by Elton Fax. New York: Julian Messner, Inc., 1949. Pp. 214. \$2.50.

This is primarily the story of the love which Linji, a young Gypsy girl, had for Gregory, a cream-colored horse which belonged to Bob Baxter, one of the much-hated Gorgio. However, the author has colored the narrative with the customs and speech of the Gypsies. Their love for personal adornment; fear of the Gorgio; and distaste for his civilized way of living are interestingly woven into the dramatic episodes which culminate with Linji's acquisition of a pony of her own. For ages ten to fifteen. E. M. H.

Young Readers Animal Stories. Edited by David Thomas. New York: Lantern Press, 1950. Pp. 189. \$2.50.

This book consists of ten short animal stories with improbable plots. The style and composition are mediocre. The children illustrated are much too young to be the children whose actions are described. I would not include this book where the library budget is limited. E. G. M.

Good Luck Duck. By Meindert DeJong. New York: Harper and Brothers, 1950. Pp. 57. \$2.00.

In the gaiety and excitement of the county fair, little Timothy suddenly finds himself the surprised and dismayed possessor of a squawking duck which he can not persuade anyone to take from him. The ludicrous situations which arise, the amusing characters who enter into the adventure, the rollicking fun, together with the small boy's gentle, kindly nature make a delightful story for very young readers. The pages are enriched by the appealing illustrations of Marc Simont in simple lines and bold colors. M. E. C.

The Shining Shooter. By Marion Renick. New York: Charles Scribner's Sons, 1950. Pp. 218. \$2.25.

Charles wanted to learn to play marbles; he also wanted to help his mother save a much needed twenty-five dollars. When he became the assistant to a professional magician, things really began to happen and he was able to accomplish both desires. The book is easy reading and moves along at a rapid pace. Boys and girls will enjoy this newest story by the author of *Skating Today* and *Tommy Carries the Ball*. There are rules for playing many different marble games at the end of the book. E. G. M.

The Fire on the Mountain and Other Ethiopian Stories. By Harold Courlander and Wolf Leslau. Illustrated by Robert Kane. New York: Henry Holt and Company, 1950. Pp. 141. \$3.00.

"There was once a king who loved nothing so much as listening to stories." Every young reader who shares this royal relish for good tales will welcome a storyteller from far-off Ethiopia with fables, fantasies and rollicking farces, and parables which reflect and interpret primitive life and extol honesty and justice. The characters include men of many types from many tribes, the mighty beasts of the jungle, and the humble little creatures of field and forest. Imaginative illustrations by Robert Kane, some of them in rich color, enhance the appeal of the pages. M. E. C.

Schoolhouse in the Woods. By Rebecca Caudill. Philadelphia: The Winston Company, 1949. Pp. 120. \$2.00.

The story of Miss Cora's little *Schoolhouse in the Woods* is a record of good learning and good living from the exciting opening day of the one-room mountain school in September to the climactic Christmas play in December. City children will follow, with wonder and delight, first grade "science" study of the "little wild things" of field and forest and join in the fun of the village festival of molasses making. Bonnie, her family, and her schoolmates come to life in the exquisite, sympathetic illustrations of Decie Mervin. M. E. C.

The Voyage of the Luna-1. By David Craigie. Illustrated by Dorothy Craigie. New York: Julian Messner, Inc., 1949. Pp. 252. \$2.50.

The twins, Martin and Jane Ridley, with their cat and dog, are stowaways on the rocket ship, Luna-1. They have an exciting voyage to the moon; adventures continue after they have landed; and there are times when one wonders how the children will come through. Although this is a highly imaginative story, David Craigie writes with an assurance which makes one feel that his narrative lies within the realms of probability. For ages ten to fifteen. E. M. H.

Our American Heritage. By Rose M. Murphy. Edited by Edwin W. Olmstead. New York: College Entrance Book Company, 1949. Pp. 232. 65 cents.

An American history workbook with worthwhile and meaningful activities for seventh and eighth grade classes. The book is planned to be used with any of the well-known American history textbooks. H. H. F.

Surprise Island. By Gertrude Chandler Warren. Illustrated by Mary Gehr. Chicago: Scott, Foresman and Company, 1949. Pp. 181. \$1.40.

Middle-grade boys and girls who read *Box Car Children* will delight in this book which gives the further adventures of Jessie, Violet, Henry, and Benny in their exciting summer, exploring and living all by themselves. C. J.

Grandpa's Farm. By Helen and Melvin Martinson. Illustrated by Chauncey Maltman. Chicago: Childrens Press, 1949. Trade Edition \$1.50. Reinforced Edition \$2.13.

Mary visits her cousin Billy who lives on Grandpa's Farm. It is the first time Mary has been on a farm so everything is exciting. Through observing farm activities and farm animals from early spring until autumn, she finds out why a farm is "the market basket of the world." Chauncey Maltman's beautiful drawings help to make this an attractive book to be read to six- and seven-year-olds or for fourth-graders to read to themselves. M. G. H.

Cloud Hoppers. By Frederick James. Illustrated by Katherine Evans. Chicago: Childrens Press, Inc., 1949. Trade Edition \$1.25. Reinforced Edition \$2.13.

Johnny's Uncle Dan is a pilot who wants to take his dog with him when he flies to Alaska. Johnny doesn't want the dog to go. Through conversations between Johnny and his Uncle, children will learn the basic principles of aviation. Gay illustrations by Katherine Evans. A book to read to six-year-olds and one for third-graders to read to themselves. M. G. H.

How Your Body Works. By Herman and Nina Schneider. Illustrated by Barbara Ivins. New York: William R. Scott, Inc., 1949. Pp. 160. \$2.50.

This book, by the authors of *Let's Find Out, Now Try This, Let's Look Inside Your House, and How Big Is Big*, is an attempt to simplify the subject of physiology for younger children. For the most part it is well done. It is written in terms of the child's experience and in a manner which he can understand. Many simple experiments are given which add interest and should further understanding of a fascinating yet to some a rather difficult subject. D. V. P.

It Looks Like This. By Irma E. Webber. New York: William R. Scott, 1949. \$1.00.

Each of the four mice who live in the barn observes farm animals from his own viewpoint and insists that his opinion is the right one. After many arguments, they finally decide that "one thing can look many different ways — as many different ways as there are ways to look at it." M. G. H.

The Smallest Boy in the Class. By Jerrold Beim. New York: William Morrow and Company, 1949. \$2.00.

The difference between size in physical stature and size in social attitudes is clearly portrayed in this interesting story attractively illustrated by Meg Wohlberg. Six-year-olds will be happy when the smallest boy in the story very generously shares his lunch with a school-mate. After hearing this story they will, no doubt, have a better insight concerning the behavior of their friends. M. G. H.

You and Atomic Energy and Its Wonderful Uses. By John Lewellen. Illustrated by Lois Fisher. Chicago: Childrens Press, Inc., 1949. Pp. 56. \$1.50.

Designed for grades six to eight, this book succeeds in presenting some of the implications of atomic energy for material well-being; but it does not — how could it — leave the young reader much wiser concerning the

physical principles involved in releasing energy through the splitting of the atom. An appendix explains terms suitable to secondary school students of physics, but the childish text would likely repel the student at this level. The illustrations are indifferently humorous, but appear to throw little light on the subject and might tend to add confusion to a subject too complex for the elementary school child. R. R. H.

A Pet Book for Boys and Girls. By Alfred Morgan. Illustrated by the author and Ruth King. New York: Charles Scribner's Sons, 1949. Pp. 246. \$2.75.

Do you want to know how to choose, train, and feed a dog; care for him when he is sick; care for cats, rabbits, guinea pigs, mice, turtles, tropical fish, canaries, and many other pets? If so, you will find the answers to most of your questions in this book. Scattered line drawings emphasize and clarify certain points. This book is to be recommended to the teacher who keeps pets in the schoolroom as well as to pet owners of all ages. It is interestingly written and would make a fine gift for the boy or girl who has or contemplates keeping an animal at home. D. V. P.

The Little Grey Men. By Denys Watkins-Pitchford. New York: Charles Scribner's Sons, 1949. Pp. 248. \$2.50.

It is not surprising that Denys Watkins-Pitchford's charming fairy tale, *The Little Grey Men*, has merited the distinguished English award of the Carnegie Medal. In clear, poetic text, and delicate, imaginative illustrations in black and white, the author-artist takes his readers on an exciting adventure in the world of fantasy in which they share the thrills and triumphs of the three gnomes, Baldmoney, Sneezewort, and Dodder. Storm, sharks, and shipwreck furnish excitement galore. Not the least reward for the reader is found in the beautiful glimpses of the English countryside. M. E. C.

The Sleeping Giant and Other Stories. By Eleanor Estes. New York: Harcourt, Brace and Company, 1948. Pp. 101. \$3.00.

With charm and grace Eleanor Estes tells three fanciful tales as unusual as the delicate, humorous sketches which illustrate them. In her imaginative pages the reader meets the Sleeping Giant of Mount Carmel town, who finally stirred, stretched, and stalked off to settle down on the International Date Line which divides yesterday from today; the little girl who lost her shadow when it was accidentally packed in her mother's suitcase and shipped to the tropics; and Gloria, the giraffe from the nearby zoo, who sought refuge in the high-ceilinged living room of the house where Susie lived. These delightful stories hold a special appeal for children with imagination. M. E. C.

Little Golden Books. New York: Simon and Schuster, Inc., 1949 and 1950. Pp. 26 each. 25 cents each.

Duck and His Friends. By Kathryn and Byron Jackson. Illustrated by Richard Scard.

The artist has created three lovable animal characters, Jack Rabbit, Duck, and Mouse, for children.

Color Kittens. By Margaret Wise Brown. Illustrated by Alice and Martin Provensen.

In this story kittens dressed in people's clothes do the most adventurous things with paint, just as children do.

Baby's House. By Gelolo McHugh. Illustrated by Mary Blair.

Perfect for reading to the two- to four-year-old before he goes to sleep. R. H. D.

Golden Story Books. New York: Simon and Schuster, Inc., 1949 and 1950. Pp. 128 each. 25 cents each.

The Stagecoach Robbery. By Peter Archer. Illustrated by Beth and Joe Krush.

Here is a typical old-fashioned wild west story with Indians, bandits, payroll and stagecoach robberies, and plenty of shooting. E. G. M.

Bugs Bunny's Treasure Hunt. Warner Brothers Cartoons, Inc. Adapted by Tom McKimson.

The adventures and predicaments which characterize Bugs Bunny's experiences are to be found in this *Golden Book*, designed to offset the comic strip version. The level of the reading material has been raised while at the same time the excitement and interest created by the comic strip has been maintained.

Train Stories. By Robert Garfield and Jessie Knittle. Illustrated by Tibor Gergely.

A compilation of four amusing and exciting train stories. The illustrations are of the comic strip variety, well sprinkled with humor and color.

Mystery in Disneyville. Adapted by Richard Moores and Manuel Gonzales. Illustrated by Walt Disney's Studio.

This adaptation of Donald Duck, Minnie Mouse, and Pluto, all comic strip characters, will appeal to fourth grade children. V. M. L.

Herbert's Zoo and Other Lively Tales. By Margery Bianco et al. Illustrated by Julian. *The Magic Wish and Other Stories.* By Elsa Ruth Nast. Illustrated by Corinne Malvern. *The Boss of the Barnyard and Other Stories.* By Joan Hubbard. Illustrated by Richard Scarry. *Circus Stories.* By Kathryn and Byron Jackson. Illustrated by Charles E. Martin. *The Penny Puppy and Other Dog Stories.* By Robert Garfield. Illustrated by Aurelius Battaglia.

These five new *Golden Story Books* differ considerably from the *Little Golden Books*. In the first place, they are planned for older children, the seven-to-ten age group. Then, too, they are smaller but, in spite of the fact they are approximately the same thickness, they contain more pages because the paper is much thinner. Each book consists of four to ten humorous, fascinating, colorfully illustrated short stories, the contents of which are the same high quality so characteristic of Simon and Schuster.

M. G. H.

Red Planet. By Robert A. Heinlein. Illustrated by Clifford Geary. New York: Charles Scribner's Sons, 1949. Pp. 211. \$2.50.

This is another story for boys by the author of *Rocket Ship Galileo*. The problems of the Earth people who are colonizing Mars are interesting; but the exciting adventures of two boy colonists and a Martain roundhead are fascinating. Willis, the Martain roundhead, is a most unusual character; even his shape is unique. The scientific data used in the story make it appear feasible for Earth people to live on Mars.

E. G. M.

The Hidden Burro. By Delia Goetz. New York: William Morrow and Company, 1949. Pp. 128. \$2.00.

Chula, the little pet burro, was sent to Wally and Dorothy in Washington, D. C., by Grandma Pebbles while she was away on a vacation. The children had no place to keep Chula in Washington so they were forced to hide the beloved burro in unusual places. This is

the same pet which was so lovable in a previous book, *The Burro of Barnegat Road*. The story will be enjoyed by fourth and fifth grade children. E. G. M.

Funny Bunny. By Rachel Learnard. Illustrated by Alice and Martin Provensen. New York: Simon and Schuster, Inc., 1950. Pp. 32. \$1.00.

The small reader will be completely fascinated by the story of a bunny who hasn't a tail; the big "op-up"; and full-color animal and bird pictures on every page.

R. H. D.

We Like To Do Things. By Walter M. Mason. Illustrated by Steffie Lerch. New York: Simon and Schuster, Inc., 1950. Pp. 42. 25 cents.

A delightful book just chuck-full of lively, imaginative pictures with explanatory captions. The illustrations, using children of several races, have a refreshingly natural quality conducive to good human relations. We need more of these, B. B.

Barney. By Esse Forrester O'Brien. Austin, Texas: The Steck Company, 1950. Pp. 64. \$1.50.

An unusual true to life story of Barney, a baby bear. The book is profusely illustrated with splendid photographs that show the development of Barney from the time he was two-weeks-old until he was grown. The exciting and amusing escapades that Barney experiences will delight children from six to ten years old. B. B.

Leaders of the Frontier. Chicago: Beckley-Cardy Company, 1950. \$1.30.

A much needed refutation of the idea of the frontier as a place devoid of culture and of men devoted to the arts and sciences and humane activities of life. There is a wide diversity in the types portrayed beginning with Noah Webster and Audubon, and ending with Robert E. Lee. Inspirational material for grades four to six. The drawings by Dirk Gringhuis are well done but the line is too hard and monotonous for this book. R. C. McV.

Richer Living. By Seward E. Daw and Vivian W. Lundberg. Illustrated by A. K. Bilder. Chicago: Beckley-Cardy Company, 1949. Pp. 315. \$1.56.

This is an example of a book written by people who apparently have never heard of the radio and its competition with books as a medium of information. The book is part science and part social studies, teaching neither very effectively for the grade level. Teaching air pressure to modern youngsters with such phrases as, "How lucky human beings are that the air pressures inside and outside our bodies are equal," is not realistic. The illustrations are poor. Although called *Richer Living*, the average fifth grader would find this book very dead. R. C. McV.

Abigail Adams. By Jean Brown Wagoner. Illustrated by Sandra James. New York: The Bobbs-Merrill Company, Inc., 1949. Pp. 186. \$1.75.

This is the inspiring story of President John Adams' wife—her childhood in Colonial Massachusetts, heroic example of courage and patriotism during the Revolution, and resourcefulness as the First Lady. It will give children a good elementary understanding of Colonial New England. Easy reading and exciting incidents place it on third and fourth grade level. The black and white illustrations are effectively done. L. M. J.

Fighters for Freedom. B. George Statler et al. Illustrations by Dirk Gringhuis. Chicago: Beckley-Cardy Company, 1949. Pp. 182. \$1.30.

Excellent middle-grade supplementary reading for a historical background of the Revolutionary period. The lives of these ten outstanding early Americans will give boys and girls an awareness of the struggle and sacrifice

that went into the making of our Democracy. It is romance, adventure, and tragedy that they will read, and not soon forget. C. J.

The Box With Red Wheels. By Maud and Mishka Petersham. New York: The Macmillan Company, 1949. Pp. 28. \$1.50.

This is a beautiful picture book with a simple story which delights young listeners who become just as curious about what is in the box with red wheels as are the animals in the story. M. G. H.

Little Golden Books. New York: Simon and Schuster, Inc., 1947 and 1950. 25 cents each.

The Big Brown Bear. By Georges DuPlaix. Illustrated by Gustaf Tenggren.

Big Brown Bear is tempted by the delicious aroma of honey to stop and get some instead of going directly to the river to catch fish for dinner. Of course, he is stung and his nose swells to an enormous size, but, in spite of his discomfort, he does catch a good, big fish. Six-year-olds ask for this story again and again.

The Little Trapper. By Kathryn and Byron Jackson. Illustrated by Gustaf Tenggren.

Little Dan wanted to be a trapper so that he could make a favorable impression on his little Indian friend. He caught several animals but released them immediately because what he really wanted was a fox. Finally, as the result of the clever fox's plans, Little Dan was caught in his own trap. The fox proved to be kind-hearted, so Little Dan was freed.

The Happy Man and His Dump Truck. By Miryam. Illustrated by Tibor Gergely.

This is a simple story of a happy man who, without much effort, makes many animals happy too. Four- and five-year-olds will like it. M. G. H.

The Egg Tree. By Katherine Milhous. New York: Charles Scribner's Sons, 1950. \$2.00.

This is a delightful story of children's Easter experiences on a Pennsylvania farm. The author has illustrated the book with large, colorful pictures and borders in Pennsylvania Dutch style. After hearing this story, a group of six-year-olds enthusiastically decided to make an Easter egg tree. M. G. H.

Where Is Cubby Bear? By Adda Mai Sharp. Illustrated by Elizabeth Rice. Austin: The Steck Company, 1950. Pp. 63. \$1.50.

This is a gayly illustrated, simple story of a mother bear and her three cubs. Easy reading on a primer level. M. G. H.

Read to Me About Charlie. By Inez Hogan. New York: E. P. Dutton and Company, Inc., 1950. Pp. 45. \$1.50.

Christopher runs errands to earn money with which to buy a puppy. The day he is to earn the last fifty cents, he awakens with chickenpox. How will he be able to earn the money? Maybe someone else will buy the puppy he wants! How Dr. Charles helps Christopher out of his dilemma will interest six- and seven-year-olds. M. G. H.

Danny and the Dog Doctor. By Jerrold Beim. Illustrated by Edgar Levy. New York: William Morrow and Company, 1950. \$2.00.

The veterinarian, who had once cured Danny's dog, took Danny with him as he went from farm to farm caring for animals. Soon after that trip, Danny found a robin with a broken wing which he bandaged just as

he had seen Dr. Woolf do. How the robin migrated in the autumn makes interesting reading for seven- and eight-year-olds. M. G. H.

The Story of Franklin D. Roosevelt. By Marcus Rosenblum. Illustrated with photographs and with original drawings by Frances M. Ball. New York: Simon and Schuster, Inc., 1949. Pp. 52. \$1.50.

This is a concise, simply told, factual account of Roosevelt's life from his childhood days in Hyde Park until his death at Warm Springs shortly before the close of World War II. Through this biography the reader will learn a great deal concerning the history of this country as well as of the man who served it during a period of two world wars and a great depression. The Roosevelt pictures, most of them from family-album photographs, carry out the spirit of the text. For children of the middle and upper elementary grades. L. M. J.

Tiny Movie Stories. By Walt Disney. New York: Simon and Schuster, Inc., 1950. Twelve books in the set. \$1.00.

It is surprising that this publisher who has contributed so many beautiful books to the field of children's literature would produce this set of Tiny Golden Books. Each book measures two by three inches; the printing is smaller than that found in most adults' books; and the typical Walt Disney illustrations are so minute in some instances as to be mere specks of color. The twelve books are in a box which is supposed to represent a movie theatre. One first grade child after looking at a few of these books said seriously, "Teacher, I have a magnifying glass I could bring so we could see the stories better." M. G. H.

America's Ethan Allen. By Stewart Holbrook. Illustrated by Lynd Ward. Boston: Houghton Mifflin Company, 1949. Pp. 96. \$2.50.

The dramatic story of that fearless figure, one of the first men to rebel against authority from England, and the Green Mountain boys is simply but excitingly told for the middle elementary grades. The art work is indeed outstanding; Lynd Ward, in his usual fine style, has recreated Vermont's wilderness days through his stirring illustrations, many of which are in full color and others in halftones. Truly a beautiful book which every elementary school pupil should have the pleasure of reading; it is a companion volume to *America's Paul Revere*, by Esther Forbes. L. M. J.

Sea Star. By Marguerite Henry. Illustrated by Wesley Dennis. Chicago: Rand McNally and Company, 1949. Pp. 172. \$2.75.

Sea Star, the little orphan colt of Chincoteague, is a worthy successor to the gallant horses in Marguerite Henry's grand series of horse stories. Enriched by the dramatic illustrations of Wesley Dennis, the book is full of interest and excitement: the heart-warming devotion of Paul and Maureen to the motherless wild foal, their struggle to save its life, Paul's daring adventure with the Red Demon, and the thrill of the roundup. The story is punctuated by bits of homely wisdom from lovable Grandma and Grandpa Beebe. M. E. C.

Pogo's Sea Trip. By Josephine and Ernest Norling. New York: Henry Holt and Company, 1949. Pp. 50. \$1.50.

This excellent story of John, his dog Pogo, and their experiences on a tugboat will fascinate young listeners and prove interesting reading for third and fourth graders. Inside the front and back covers are labeled illustrations of ships, their parts, harbors, lighthouses, and locks. A fine contribution to the field of social studies. M. G. H.

EDUCATIONAL CONFERENCES AND CONVENTIONS

October 9-11: County and Rural Area Superintendents of Schools,
Columbus, Ohio.

November 5-11: American Education Week.

November 23-25: National Council of Teachers of English,
Milwaukee, Wisconsin.

November 23-25: National Council for the Social Studies, Min-
neapolis, Minnesota.

November 24-25: National Council of Geography Teachers, Edge-
water Beach Hotel, Chicago, Illinois.

December 12-14: Chicago School Broadcast Conference — Radio and
Television, Sherman Hotel, Chicago, Illinois.

CHICAGO SCHOOLS JOURNAL

Vol. XXXII

Nos. 1-2

September-October, 1950

